Commissioned by

BRITISH COUNCIL

Funded by

SIE FUND 社創基金

SEPTEMBER 2019

SURVEYING THE SOCIAL INNOVATION AND HIGHER EDUCATION LANDSCAPE IN HONG KONG

PROFESSOR RICHARD HAZENBERG, UNIVERSITY OF NORTHAMPTON
DR NORAH WANG & DR YANTO CHANDRA, THE HONG KONG POLYTECHNIC UNIVERSITY
PROFESSOR ALEX NICHOLLS, UNIVERSITY OF OXFORD

www.britishcouncil.hk

Photo by Colin & Linda McKie

CONTENTS

FOREWORD

I am pleased to present this research report entitled 'Surveying the social innovation and higher education landscape in Hong Kong'. It forms part of the Building Research Innovation for Community Knowledge and Sustainability (BRICKS) project, commissioned by the British Council and funded by the Hong Kong government's SIE Fund. BRICKS is a unique project that aims to find innovative solutions to social challenges in Hong Kong, by strengthening collaboration between higher education institutions (HEIs), non-governmental organisations (NGOs), social enterprises and other organisations. The research presented in this report is a key step towards fulfilling that aspiration.

HEIs have a crucial role to play when it comes to finding responses to complex global and local challenges. To meet this demand, they must reimagine their function as centres of knowledge and leadership for the future. This research is ground-breaking, in that it presents a detailed picture of the HEI social innovation ecosystem in Hong Kong for the first time, and it is the first of its kind in Asia. It will act as a baseline to understand the challenges facing universities in relation to connecting and collaborating with each other and the community on social innovation through their research, teaching and engagement. The framework of the Sustainable Development Goals (SDGs), agreed by all nations, underscores the importance of this agenda globally, and the British Council, who are committed to supporting the sharing of knowledge and insights internationally, welcomes this report as a key milestone.

This research indicates some very positive trends in relation to social innovation in Hong Kong. There are examples of how social innovation is already addressing some of the critical challenges we face today, such as an ageing society, skills development, housing and health. However, success stories from around the world tell us that collaboration is key to unlocking the potential of social innovation, and these findings highlight some systemic barriers in Hong Kong affecting collaboration in this field, such as the way research funding is administered, and the competition between HEIs.

So, while there is significant work already happening in this arena in Hong Kong, and strong interest in social innovation from researchers and students alike, it is also clear that much more needs to be done. The report's authors have outlined several key recommendations that we hope will make a significant contribution to shaping the debate around social innovation policy and practice in Hong Kong, and further afield, in the years to come.

Jeff Streeter

Director, British Council in Hong Kong

1. LITERATURE REVIEW

1.1 OVERVIEW

'Surveying the social innovation and higher education landscape in Hong Kong' is a key report commissioned as part of the Building Research Innovation for Community Knowledge and Sustainability (BRICKS) project. The BRICKS project provides an innovative and impactful approach to supporting the higher education sector in Hong Kong, by supporting students, teachers and early-career researchers to develop the skills they need to be socially innovative leaders, and to co-create social innovation cultures within the sector. This literature review seeks to set the context for this research, and informs the discussion of the findings presented later in this report. At the end of this review is an exploration of the Hong Kong ecosystem, which sets the context for the data gathered through BRICKS research. As this data suggests, there is a clear need for more embedded collaboration across the entire Hong Kong ecosystem.

1.2 DEFINING CONCEPTS AND CONTEXT

The field of social innovation is characterised by definitional ambiguity and has a multitude of definitions (Oeij et al., 2019). There is no standardised or accepted definition. This ambiguity makes it difficult to understand the precursors and impact of social innovation (Van der Have and Rubalcaba, 2016), and, hence, how it can be fostered in a locality. However, the concept of social innovation has been defined previously as the 'changes in the cultural, normative or regulative structures [or classes] of the society which enhance its collective power resources and improve its economic and social performance' (Heiskala, 2007:59). It offers potential solutions for or new methods of examining the social problems that affect modern societies (Howaldt and Schwartz, 2010); often undertaken by a collective group of individual/organisations in what Caroli et al. (2018:104) term a 'coalition to solve the specific social challenge'. Social innovation can occur across any sector of the economy, including the private, public and third sectors. Social entrepreneurship, social enterprise and social intrapreneurship[1] are also types of social innovation, but it is important to recognise that social innovation is much broader than these concepts. This undoubtedly contributes to the definitional ambiguity of social innovation, which is further compounded by the interchangeable use of these terms (social innovation, social enterprise, social entrepreneurship) in the literature, despite their meanings being different (Sinclair et al., 2018). For the purposes of this report and for clarity, the definition proposed by Heiskala (2007) outlined above will be adopted and referred to from hereon as social innovation[2].

Social innovation initiatives can be reactionary, revolutionary and rapid. But, because of their reactive nature, they can also be oversimplified and based on poor levels of evidence (Halverson, Traube and Rice, 2017). There is, therefore, a need to ensure that new social innovations take into account the wider social context within which they are embedded, and that they are based on the latest knowledge and research. This suggests that HEIs are perfectly placed to lead an inter-disciplinary focus on how best to solve or alleviate social problems. Indeed, as Nichols et al. (2013) argue, universities can engage in campus-community collaborations to help promote knowledge exchange and collaborative research, which can drive social innovation and help solve social problems. Such activities can help leverage investments in Research and Development (R&D), financial or otherwise, in higher education, by mobilising knowledge and creating awareness (Nichols et al., 2013). However, research by Domanski, Anderson and Janz (2019) has demonstrated that HEIs are not sufficiently engaged in social innovation projects. Their research (ibid) mapped over 1,000 social innovation projects globally, and identified that HEIs were engaged with only 14.9% of these projects.

Whilst in a traditional university setting, compliance with academic performance indicators provides a traditional model, in a relational university model, competencies related to context are more important, as these are more likely to lead to localised innovation (Gibbons, 2000; Castro-Spila and Unceta, 2014). Relational universities are best placed to develop the transformative competencies that are best aligned with localised environments in order to develop social innovations (Castro-Spila, 2018). In this way, HEIs become the central actor in the development of localised knowledge to facilitate social innovation, and can help partners match qualification and innovation demands (Schröder, 2012). However, this requires universities to go through internal and external development processes related to pedagogic approaches, staff development, management practices and sustainable networking (Schröder, 2012). Without such changes to practices, certain barriers could prevent the growth of social innovation within HEIs.

Barriers to social innovation include access to resources (financial, political, intellectual, legal and human) (Oeij et al., 2019), whilst, institutionally, a lack of leadership or organisational embedment can stifle the growth of social innovations (Dhondt, Oeij and Schröder, 2018). This is particularly pertinent from a university perspective, as while an institution may have individuals focused on, or siloes of, activity around social innovation, a lack of institutional engagement can limit the potential for these individuals to engage in social action (Weber, 1978) and, hence, disempower them. When exploring campus-community collaboration (or inter-institutional collaboration within the higher education sector), the ways in which funding is distributed (and by whom and when), institutional logics/demands, ethical structures, and tenure/promotion criteria all affect the success of the collaboration (Nichols et al., 2013). In addition, the current fragmented state of the social innovation paradigm means that there is less structured engagement of funds from traditional sources or collaboration between different sectors (Nichols et al., 2013).

Defining social innovation education within a higher education setting is problematic, as there are no agreed definitions of what this constitutes in the literature. Furthermore, the curricula developed by different universities globally varies. However, Alden-Rivers et al. (2015:388) define it as 'the complex process of developing graduates who aspire to change the world for the better, regardless of career path'. The same authors also argue that this is carried out to produce graduates who are socially/ethically responsible, who can lead and communicate effectively, who are knowledgeable and emotionally intelligent. One of the key challenges in relation to teaching social innovation is the ability to ensure that students can engage in embedded learning, which involves 'place-based', experiential learning that complements intellectual capital and critical reflection (Alden-Rivers et al., 2015: 394). Indeed, Elmes et al. (2015) argue that such place-based education is critical to solving social problems, and that understanding a locality is critical to identifying, adopting and developing social innovations. Certainly, it can be argued that universities are well-placed to fulfil these roles, as they have the community-embeddedness and the resources to enable experiential learning and deliver impact.

The teaching of social innovation is also characterised by a realisation that networks are critical, and that social innovations cannot be imposed on communities (Elmes et al., 2015). Change must be developed from a bottom-up perspective. These networks are particularly critical for enabling the collation of resources for a programme, as educators become what Tracey (2012:511) calls 'academic bricoleurs', by using their networks to deliver innovative courses. This can include identifying and recruiting guest lecturers, utilising action learning through site visits, and utilising the resources spread throughout a university to improve a student's experience. The use of the 'transformative scenario method', where students are engaged in scenario-planning social innovations that are themselves embedded in real-life cases, is also a means of empowering students to explore social innovations and consider their systemic impacts (Cederquist and Golüke, 2016). Such methods allow students to explore the complexities surrounding social problems and their solutions, and, hence, better prepare them for the complex world they will need to engage in following graduation (Cederquist and Golüke, 2016). Whilst the literature on social innovation education is still nascent, what it does demonstrate is the complex nature of teaching the subject, and the need for institutional support, multiple resources and networks to enable place-based and experiential/embedded learning.

The final area to explore here relates to the measurement of social value created by social innovation. Whilst social impact measurement is not a key focus of this report, it does have relevance in relation to research impact, the impact of knowledge exchange and community engagement activities, as well as on the long-term impact on society of teaching social innovation[3]. Furthermore, it is relevant within the Hong Kong higher education sector, due to the introduction of the new Research Assessment Exercise (RAE) 2020 of research impact, which now accounts for up to 15 per cent of a HEI's overall score. The measurement of social innovation and its impact is fraught with difficulty, as there is no commonly accepted definition of what social innovation constitutes, what appropriate methodologies and indicators should be used, and what the causal antecedents of social innovation are (Unceta, Castro-Spila and Garcia-Fronti, 2016). This relates to the problem identified earlier – of not knowing the antecedents and consequences of social innovation (Van der Have and Rubalcaba, 2016). If we don't know the inputs or outputs of a system, how can they be measured? In addition, Hart and Northmore (2011) identify the often lengthy timescales required to accurately assess the outcomes and impact as being particularly problematic in assessing collaboration between HEIs and the community. Whilst these difficulties in measuring impact may seem unrelated to research and teaching around social innovation; they are in fact critical. A lack of evidence of the impact that

research delivers, of the impact that embedded and place-based teaching of social innovation has on communities and society, hinders an HEI's (and the academics engaging in social innovation) ability to demonstrate the impact of the work they deliver and the ability to use this evidence to leverage engagement and support from external networks, including government, corporations and social innovators themselves.

This section sought to explore the multiple definitions of social innovation, while noting the current lack of an agreed definition. The issue of the wider social innovation ecosystem, and the role of HEIs within this, was also explored, including arguments as to how this ultimately requires changes in the structures and behaviours of universities. This is specifically required due to the present barriers to social innovation, and the challenges that exist in relation to incorporating social innovation research and teaching within higher education settings. The discussion also focused on how we define social innovation education itself, and how this impacts upon teaching strategies (particularly the need to engage in place-based and embedded teaching around social innovations). The section concluded with a brief exploration of social impact measurement, and how under-developed methodological approaches to these still hamper efforts to grow social innovation research and teaching within higher education. The discussion will now build on these conceptual starting points to explore social innovation within the Hong Kong context, and, specifically, how this is embedded within the higher education sector there.

1.3 SOCIAL INNOVATION IN HONG KONG'S HIGHER EDUCATION SECTOR

The Hong Kong social innovation ecosystem is emergent in its development, despite being in existence (at least in nascent form) in Hong Kong since the mid-2000s[4]. Indeed, the rise of innovators in Hong Kong who 'seek to develop solutions and organizational models that focus on sustainability, scalability, and social impact', has been recognised, and this is beginning to lead to collaboration around and a growing awareness of social innovation in Hong Kong (Chung and Yeh Fung, 2017). The rise of the social innovation ecosystem has emerged at a time when Hong Kong is facing significant social challenges, most notably in relation to poverty, inequality and an ageing population. In June 2017, Hong Kong's GINI coefficient – a measure of income inequality ranging from 0 (equality) to 1 (inequality) – was 0.549, the highest for 45 years. This equates to an income situation in which the wealthiest top 10 per cent of earners receive nearly 44 times the income of the bottom 10 per cent (Wong, 2018; Oxfam, 2018). Furthermore, 1.3 million people in Hong Kong live in poverty (there are 500,000 poor households), of which 60 per cent are working poor, and there has been a real-terms reduction in the purchasing power of the minimum wage (HK$34.50/hour) of over 20 per cent since 2010 (Oxfam, 2018). This is despite a budget surplus of nearly HK$700 billion and fiscal reserves of HK$1.1 trillion (Oxfam, 2018). The need for robust and innovative solutions to these problems is, therefore, of paramount importance to the Hong Kong government.

This, in part, led to the establishment of the Social Innovation and Entrepreneurship Development (SIE) Fund in 2013, which has provided HK$500 million of government funding to support social innovation initiatives (Patton, 2018). The focus on leveraging social innovation from outside social welfare/charitable organisations is one that the SIE Fund is keen to promote, as it seeks to build a larger set of business-/individual-based social innovators (Patton, 2018). The SIE Fund provides what Chan et al. (2019) describe as a policy innovation that seeks to develop a more socially innovative entrepreneurial focused mindset in the Hong Kong ecosystem. However, this has not been without issues, as some have argued that the SIE Fund has lacked a broader focus on social innovation and how it can solve the aforementioned social problems facing Hong Kong (Alto and Wong, 2014). This is because the ability of these funds to support social innovators has often been limited by their focus on NGOs and charities, due to government restrictions on spending. Indeed, in a report entitled 'Adopting the London Principles', the need for wider engagement between these funds, investors and corporates, and the promotion of cross-sector career paths was proposed (Alto and Wong, 2014). This need, whilst arguably still present, has been offset by the Impact Incubator[5] established by the SIE Fund, which provides funding and scaling support for businesses, NGOs, social enterprises and private citizens.

Despite this, there has been a general lack of collaboration and partnerships in the years since its establishment. Hong Kong is characterised by 'silo working' (as will be shown later in this report), with limited partnerships between third-sector and private sector organisations (Alto and Wong, 2014). This isn't to say that cross-sector collaboration does not occur, but when it does, it is often ad-hoc and informal. This is equally true within the higher education sector, where collaboration across institutions in the area of social innovation is limited. There are, however, examples of such collaboration, with the Nurturing Social Minds (NSM) programme being delivered within three of Hong Kong's universities, involving collaboration between universities, foundations, NGOs and corporations. The NSM programme, also funded by the SIE Fund, has demonstrated the power of learning by doing, borrowing innovation ideas from around the world (knowledge transfer), iterative course design, the value of cross-sector collaborators, transparency of impact, and value alignment between partners (Chung and Yeh Fung, 2017). However, within the context of collaboration within the university sector, this is, perhaps, the exception as opposed to the rule. Hong Kong is not unique in this area, as inter-HEI collaboration in research and teaching are equally rare in other higher education sectors around the world. Indeed, when they do occur, they tend to be between universities from different geographic areas and different types of institutions (meaning they are not direct competitors). Given the small geographical space of Hong Kong, these types of separation are difficult to achieve.

In relation to teaching and research around social innovation in Hong Kong, it has been argued that universities have been slow to respond to student demand for courses in social innovation (Alto and Wong, 2013). This is an area that has changed somewhat over the last six years, as our mapping exercise of the courses available to students (see Appendix F) now shows. However, as most of these courses are offered at the undergraduate level, as elective modules within existing programmes, there remains a clear gap in the market for broader programmes (including formal degree programmes and Master's degrees) that focus on social innovation and are pan-institutional. The barriers to inter-HEI collaboration were outlined in a report produced for Nurturing Social Minds (NSM, 2019), which argued that there were three main barriers to formalised collaboration between universities in relation to teaching social innovation and social entrepreneurship:

- A lack of faculty and leadership champions at universities in the fields of social innovation and social entrepreneurship
- Difficulties in accreditation for courses crossing university boundaries[6]
- Institutional barriers preventing further collaboration between universities in research, shared innovation spaces and more.

There does, however, remain a lack of research collaboration in Hong Kong, as well as a paucity of applied research that can be utilised by practitioners. Indeed, social enterprises and social enterprise support organisations (and other socially innovative organisations) are important partners for NGOs and government (Chandra, 2018), and so collaboration is vital. As will be identified later in this report, the research that does exist is often theoretical in nature, and is not applicable to the wider ecosystem, being what non-academics critically label 'blue-sky research'. Prior studies have identified the need for applied research, with social impact measurement being one specific area of applied research that the government (and specifically the SIE Fund) has been encouraged to support (Alto and Wong, 2014). Indeed, there is increasing use of the SDGs in the measurement of social impact globally, with examples of this now being applied worldwide (including Hong Kong) in the higher education sector (see Times Higher for an example). Given the need for all nations to adhere to the SDGs, a factor that was recognised in Oxfam's report on inequality in Hong Kong (Oxfam, 2018), the need for measurement frameworks for social impact are pressing. Indeed, such frameworks would also be useful in developing the social investment market in Hong Kong, and for demonstrating the efficacy of social innovators and the social value that they create to policy-makers. However, given the breadth of social problems facing Hong Kong, outlined earlier in this report, there is a clear need for a wide range of social innovation research.

Prior research also identified a need for centralised, strategic planning around the broader social innovation ecosystem (Alto and Wong, 2014), with the proposal of an Office for Social Innovation (OSI). Irrespective of the name, the idea is that the strategic development of the social innovation ecosystem in Hong Kong could be driven through the production of a coherent vision (with a centre also acting as a hub for networking and collaboration). Whilst such a suggestion is focused on the ecosystem more widely, the idea that a common conceptual understanding and strategic direction could exist within the higher education sector alone in Hong Kong, is certainly possible. Indeed, funding bodies such as the SIE Fund and the University Grants Council (UGC) can shape discourse in this area through the use of funding streams, impact directives and programmes for recognising academics that deliver socially

innovative impact. NSM (2019) identified a need for a central hub of social innovation to help map the sector and build a database of innovators and innovative organisations, and to have an independent coordinator within this hub that can manage the ecosystem and promote multi-stakeholder partnerships (NSM, 2019).

Finally, the purpose of this section is not to provide a comprehensive overview of the social innovation ecosystem in Hong Kong, but, rather, to identify the key challenges and barriers that other scholars/practitioners have previously identified. Clearly, there is a growing social innovation ecosystem in Hong Kong, that with the right support could flourish. The data presented in this report seeks to map out this support in relation to the higher education sector, to show what changes can be implemented across the sector to further drive growth in social innovation research, curriculum development and the transfer of knowledge to disadvantaged communities.

1.4 SUMMARY

The key themes explored in relation to the existing literature demonstrate that a greater understanding is required around the definition and conceptualisation of social innovation. In addition, interdisciplinary research that encompasses multiple theoretical standpoints can provide the analytical lenses required to take our understanding of these complex phenomena to the next level. The dissemination of this research through multiple formats (not just academic conferences) is also crucial in ensuring that messages around the positive value social innovation can bring will reach those with the power to drive social change. Teaching is another area that will benefit from greater collaboration, through better learning opportunities for students and more embedded learning opportunities (place-based learning) around social innovation. Equally, it can raise awareness of social innovation and lead to increased institutional support within HEIs for social innovation focused research and curricula. Finally, the need for multi-stakeholder partnerships between academics, practitioners, communities, governments and NGOs is also of paramount importance in ensuring that new innovations are culturally relevant, co-produced, and have the greatest possible impact. These, therefore, represent areas of focus for the social innovation ecosystem in Hong Kong's higher education sector moving forwards. This report seeks to explore this development within the sector, and to understand this development in respect to systemic, institutional and practice-level enablers and barriers.

2. RESEARCH AIMS

The objective of the BRICKS project is to the build capacity of and a community amongst academic leaders in relation to the role that social innovation theory and practice can play in poverty relief and other social issues. This research directly relates to this aim, by seeking to explore the barriers to and enablers of collaboration in relation to social innovation within and between HEIs in Hong Kong.

The research, therefore, explores the following aim and sub-aims:

Research aim: to understand the knowledge, capacity and future ambitions of the Hong Kong academic community in relation to social innovation. How is this shaped by barriers and enablers at the following three levels?

- **Systemic level:** cultural norms, traditions and incentive structures that mediate inter-HEI collaboration.
- **Institutional level:** behaviours and attitudes of faculty and staff in HEIs towards collaboration.
- **Practice-level: frontline** knowledge of how to collaborate in the delivery of social innovation initiatives.

The research adopts a mixed-method approach (see Appendix A) to answer the above questions. This approach was designed to enable the broadest possible engagement of a wide-variety of stakeholder groups, ensuring that enablers and barriers at all three levels could be mapped effectively.

3. QUANTITATIVE RESULTS

3.1 RESPONDENT DEMOGRAPHICS

Data was collected from 52 respondents[7], with 47 coming from nine Hong Kong HEIs, and five respondents coming from non-academic institutions (one investor, one HEI federation; one social enterprise incubator; one social enterprise start-up and one foundation)[8]. A total of 33 per cent of respondents are on academic/research career tracks, whilst 67 per cent are on teaching-led tracks. There was a broad split across age groups, with over 80 per cent aged between 25 and 54; more specifically: 2 per cent (18 to 24), 24 per cent (25 to 34), 26 per cent (35 to 44), 32 per cent (45 to 54) and 16 per cent (55 and 64). Respondents from the Social Sciences and Business academic areas account for 55 per cent of the sample (see Figure 3.1).

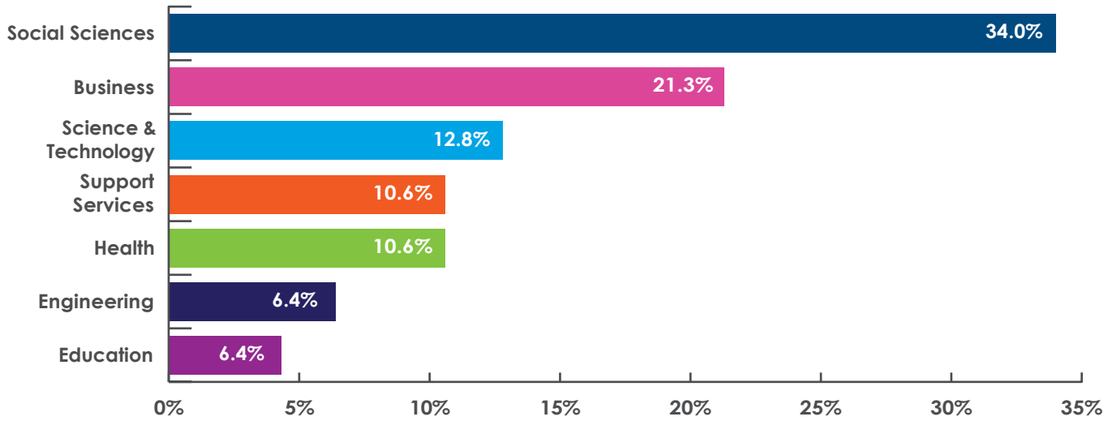


Figure 3.1 – Respondent by faculty

In relation to the academic position of the respondents, the majority are senior staff, either in Professor/Associate Professor positions, or non-academic management positions (e.g., Project Managers) (see Figure 3.2).

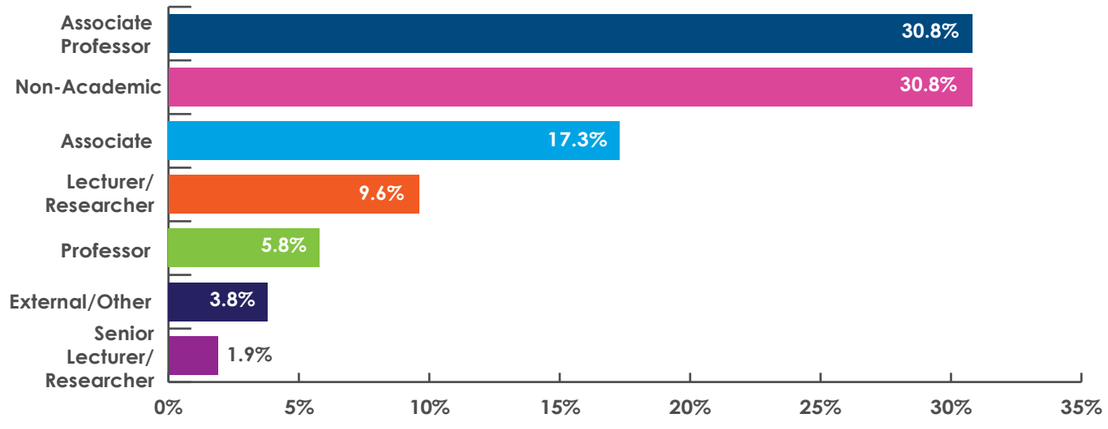


Figure 3.2 – Respondent job position

In relation to expertise, the respondents were asked to provide up to three areas they had expertise in, meaning a theoretical maximum of 156 data points (99 areas of expertise were submitted). The word cloud in Figure 3.3 presents these, with the size of each word indicating its prevalence in the dataset. This demonstrates that social innovation and social entrepreneurship are clear areas of expertise (unsurprisingly), whilst knowledge transfer, social policy/work/services and design (design thinking/design policy) are other major areas listed. The use of word clouds in academic research has been questioned from a validity perspective, with criticism from across the literature paraphrased by Felix, Franconeri and Bertini (2018) as being related to three key areas, namely: a lack of natural order in how words are presented; the use of font-size to communicate importance (quantitative weighting); and differences in presented word font-size based also on word length rather than quantitative value. Nevertheless, what they do offer is an opportunity to present large amounts of qualitative data (as gathered through a survey tool) in an easy to visualise manner, even if this sometimes can mean that, as Felix et al. (2018) identify, readers can be influenced by the larger words. A full list of the phrases/words has been provided in Appendix C for readers to examine alongside the word cloud, which is an effective way of ensuring they are not too easily influenced (Felix et al., 2018). The word cloud does show a huge variety of academic backgrounds/areas of expertise of those individuals engaged in social innovation, demonstrating the heterogeneity of the sector, even if from a faculty perspective it can appear slightly more homogenous.

Figure 3.2 – Respondent job position

3.2 RESEARCH

Participants were also asked to provide up to five areas of research activity that they are involved in, and who (individuals/institutions) this included. The type of research (empirical/theoretical), methods, funding source, and year the research took place/started were all asked. A total of 45 research projects[9] were identified, ranging in scope from examinations of social innovation, housing and civil society, to specialist health projects and science and technology investigations (see Appendix D for a full list of research titles). Interestingly, only 12 of these projects (27 per cent) were collaborative projects spanning two or more institutions[10]. In relation to the different types of the research, the following was also revealed in the data:

Type:

- Empirical = 77 per cent
- Theoretical = 15 per cent
- Both = 8 per cent

Methodology:

- Quantitative = 27 per cent
- Qualitative = 62 per cent
- Mixed-method = 11 per cent

Project year:

- 2019 = 8.3 per cent
- 2018 = 30.6 per cent
- 2017 = 5.6 per cent
- 2016 = 8.3 per cent
- 2015 = 13.9 per cent
- 2014 = 5.6 per cent
- 2013 = 11.1 per cent
- 2012 = 5.6 per cent
- 2011 = 2.8 per cent
- 2010 = 5.6 per cent
- 2007 = 2.8 per cent.

The data reveals that the majority of projects are empirical and qualitative in nature, usually involving case-study approaches (31 per cent of all reported research projects; 61 per cent of all qualitative studies). This is typical of the wider research globally, and speaks of the nascent nature of research in social innovation/social enterprise, as well as the need for theory building within the research community. The data also reveals that research projects in social innovation have been ongoing in Hong Kong since 2007, with three particular spikes in activity in 2013, 2015 and 2018. This shows an upward trend in research projects focused on social innovation over the previous 12 years, with a positive correlation coefficient (R^2 = 0.3) demonstrating this (see Figure 3.4). Whilst it is difficult to be certain of the factors behind this increase, it can be argued that the growing interest in social innovation globally (and in Hong Kong), coupled with changes to research funding and assessment (i.e., the new RAE) that reward research that delivers impact, are all factors that have contributed to this increase. Nevertheless, it remains a moderate pace of change, with only small increases in social-innovation-related research over the decade since the first social innovation research was conducted in Hong Kong.

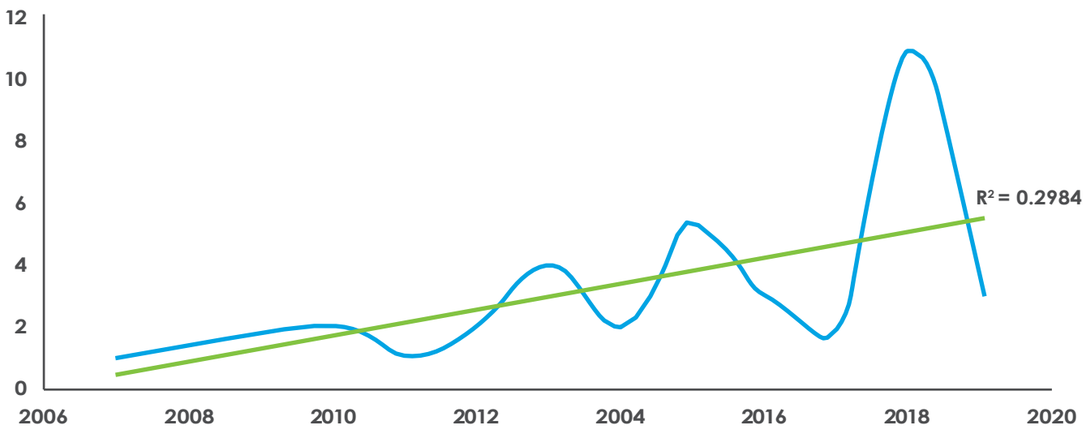


Figure 3.4 – Social-innovation-focused research projects by year[11]

Furthermore, as Figure 3.5 illustrates, whilst sources of funding are diverse, the two largest sources remain external grant funders and the researchers' own HEIs (53 per cent collectively). The latter funding source would certainly not encourage collaborative research, whilst grant funding would depend on how the grant calls were established and applications assessed, which may, in part, explain the relatively low levels of collaborative research.

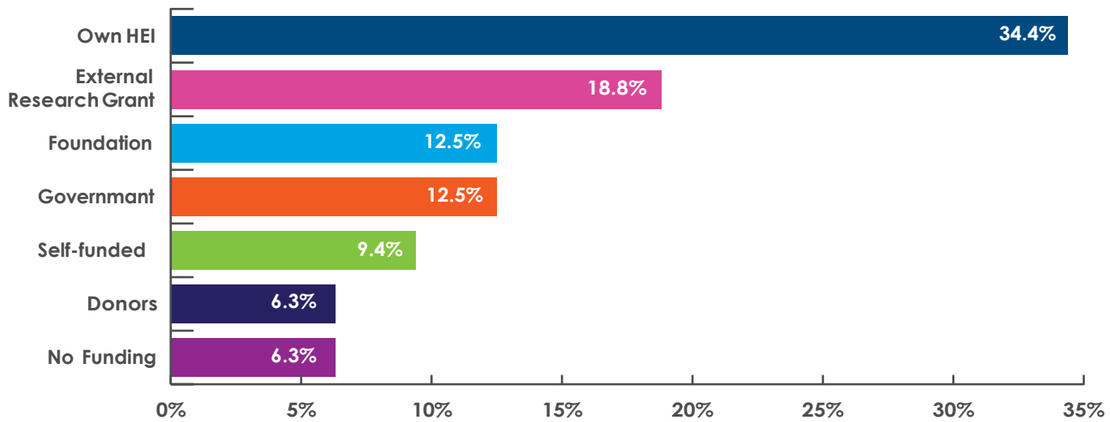


Figure 3.5 – Research funding sources[12]

Data was also gathered about the research publications that that respondents had produced (see Appendix E for a full list of publications). In total, 50 publications were highlighted, (see Figures 3.6a-b for a breakdown of publication year and type)[13]. The data shows that publication frequency has been increasing since the first paper was published in 2006, with 26 per cent of all publications since then occurring in the last two years, and 64 per cent since 2015. Publication type varies from journal papers to newspaper articles, with the majority (52 per cent) published via academic outputs (journal papers and books).

Publication Year:

- 2019 = ten per cent
- 2018 = 16 per cent
- 2017 = 12 per cent
- 2016 = ten per cent
- 2015 = 16 per cent
- 2014 = four per cent
- 2013 = four per cent
- 2012 = eight per cent
- 2011 = eight per cent
- 2010 = six per cent
- 2009 = two per cent
- 2008 = two per cent
- 2006 = two per cent.

Figure 3.6a also details the rising trend in publication outputs over time, with a positive correlation coefficient (R^2 = 0.61). The increase in publications belies the difficulties of publishing around social innovation, as, during interviews, participants discussed the barriers in relation to publishing social-innovation-focused research in high-ranking 3-4* journals, and, therefore, of the subsequent impact this has on careers (i.e., tenure track). Indeed, whilst the growing publication trend around social innovation identified here demonstrates that wider acceptance of social innovation research through mechanisms such as RAE 2020 (and wider interest in social innovation globally) is driving publication growth, there is still much work to be done to further increase social innovation research.

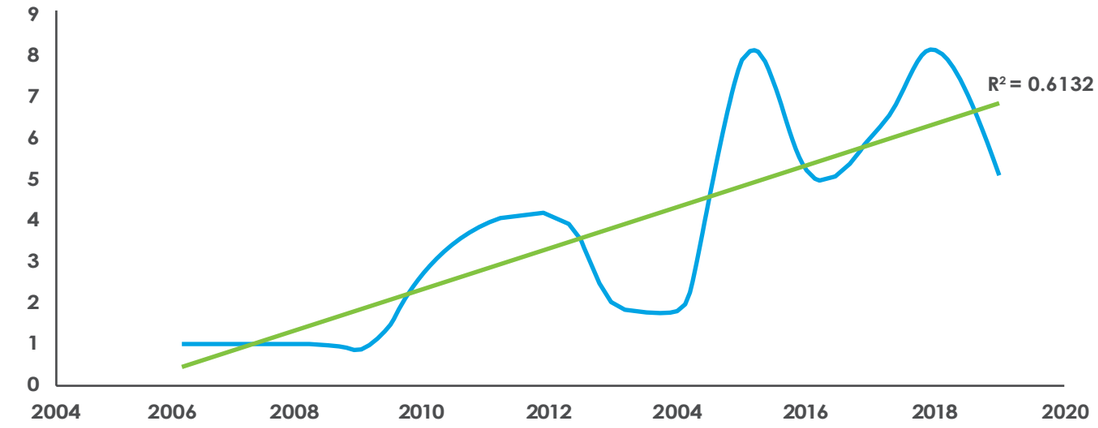


Figure 3.6a – Publications by year

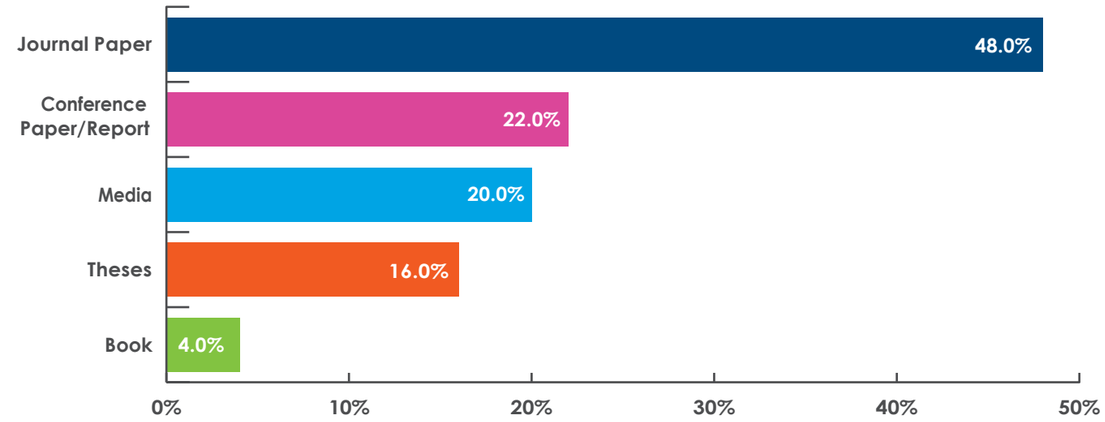


Figure 3.6b – Publications by type

3.3 TEACHING

Respondents were also asked to provide details of the courses that they are involved in teaching on and/or supporting, both at undergraduate and postgraduate levels (see Appendix F for a full list). In total, 64 courses were identified, with an average class-size of 37 students (minimum = three students; maximum = 100 students), with the following breakdown:

HEI/institution:

- University of Hong Kong = 12 courses
- Hong Kong University of Science and Technology (HKUST) = 11 courses
- Hong Kong Polytechnic University (PolyU) = nine courses
- Hong Kong Baptist University (HKBU) = eight courses
- City University Hong Kong = six courses
- Hong Kong College of Technology (HKCT) = five courses
- Chinese University Hong Kong = four courses
- Lingnan University = four courses
- Hong Kong Shue Yan University[14] = three courses
- Education University Hong Kong = two courses

Level:

- Undergraduate = 52
- Postgraduate = 7
- Non-accredited undergraduate / postgraduate = 3
- Summer school = two

Courses currently delivered:

- Current = 49
- Past = 8
- Future = 7

Compulsory courses:

- Elective = 42
- Compulsory = 16
- Non-accredited = three
- N/A = two
- Selective = one.

Of these 64 courses, only one (Nurturing Social Minds) was a collaborative programme between three Hong Kong HEIs (albeit collaborative courses are uncommon in any area of higher education where universities share a geographic area). Nineteen of the courses were specifically focused on social innovation, whilst a further 26 were focused on social entrepreneurship/enterprise[15]. Of the 64 modules, five belonged to two degree programmes specifically focused on social innovation/social enterprise[16]. As the data shows, the vast majority of courses (81 per cent) are part of undergraduate degree programmes, with the University of Hong Kong, HKUST, Hong Kong PolyU and HKBU being the leading providers of courses related to social enterprise/social innovation. Most courses (66 per cent) were elective, whilst only eight (13 per cent) were historical and no longer running. These courses were also mapped in relation to student sizes for both faculty and HEI (see Figures 3.7 and 3.8)[17].

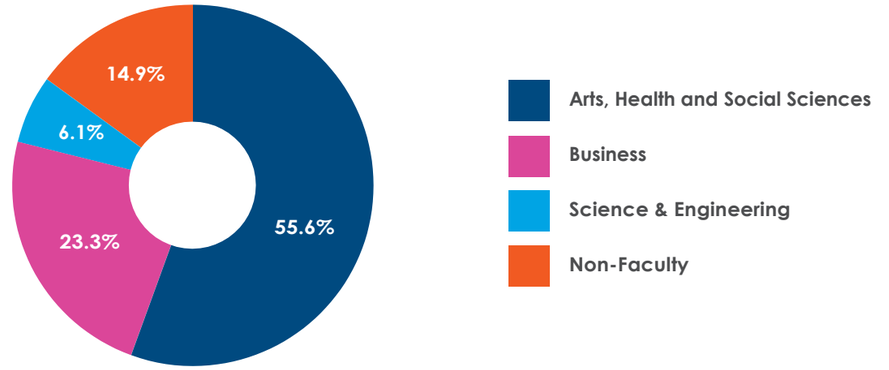


Figure 3.7 – Courses by faculty as a proportion of student numbers

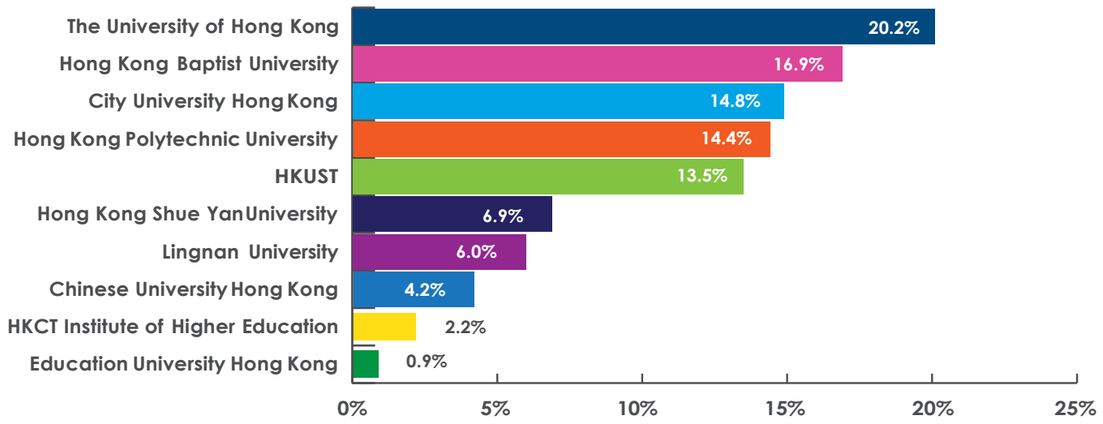


Figure 3.8 – Courses by HEI as a proportion of student numbers

This analysis enables the research to identify the HEIs that have the most students studying social-innovation-related courses, and, also, which faculties these students belong to. The data reveals that Arts, Health and Social Sciences were the biggest originator of social-innovation-related curricula, with over half (56 per cent) of all students studying social innovation courses coming from this faculty group. This was followed by Business, accounting for nearly 25 per cent of students, whilst almost 15 per cent of students are studying courses that are either not aligned to a specific faculty or are interdisciplinary. In relation to HEI by student numbers, the results were in-line with the data on the number of courses outlined earlier, with the top five HEIs being the same. Indeed, Hong Kong University retains its lead position, with 20 per cent of all social-innovation-related students.

3.4 KNOWLEDGE EXCHANGE/ TRANSFER

Respondents were also asked to identify knowledge exchange projects they had been involved in, in relation to social enterprise and social innovation. A total of 24 projects were highlighted, ranging from student support, to dance injury prevention and social inclusion projects (see Appendix G for a full list). A significant proportion of these projects are partnerships with NGOs or social enterprises (48 per cent); while the beneficiary groups are mainly (40 per cent) focused on youth (with 33 per cent of these being student-focused). Lastly, in relation to funding streams for knowledge exchange activities, the main sources are government, foundations, or the respondent's own HEI (67 per cent). There was little funding from external research grants (6.1 per cent) (see Figures 3.9, 3.10 and 3.11).

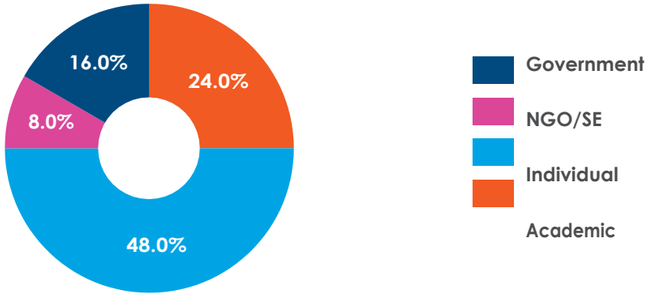


Figure 3.9 – Knowledge exchange projects by partner type

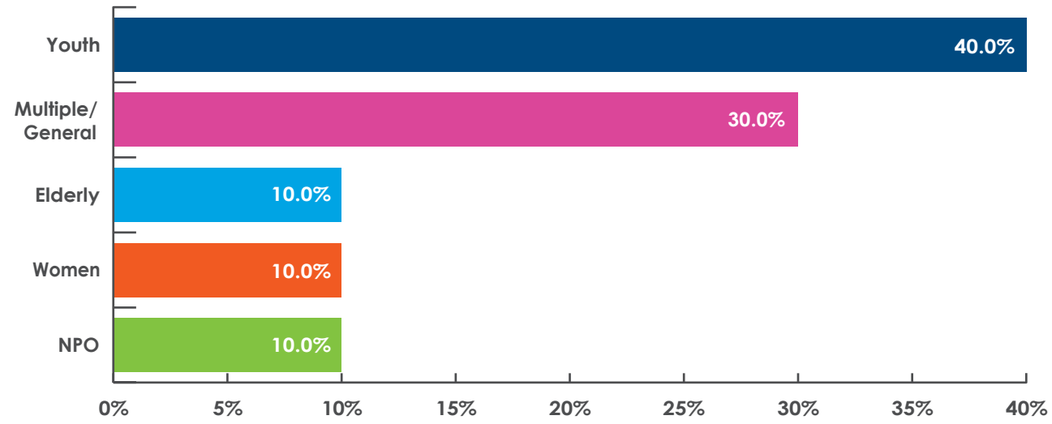


Figure 3.10 – Knowledge exchange projects by beneficiary type

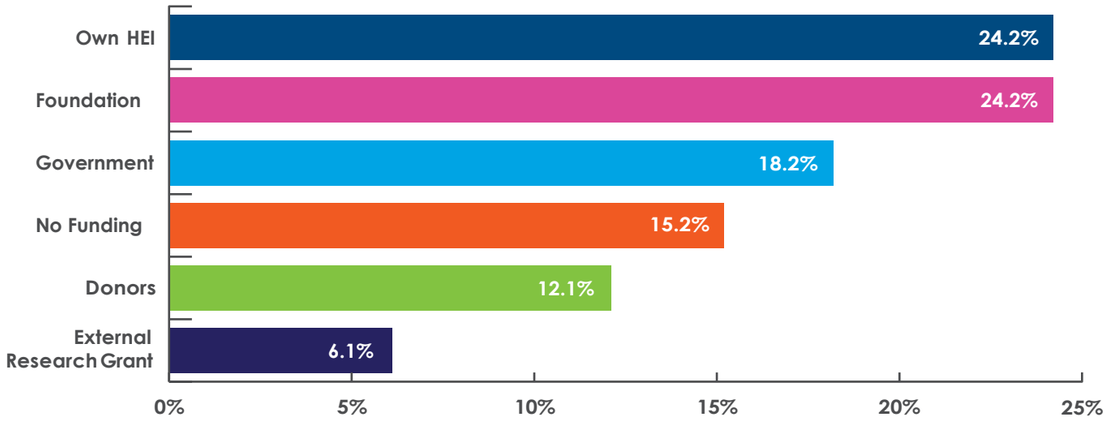


Figure 3.11 – Knowledge exchange project funding sources

3.5 COMMUNITY ENGAGEMENT AND SOCIETY

The last area of information that respondents were asked to provide relates to community engagement activities and perceived priority social problems in Hong Kong. A total of 38 community engagement activities were identified[18], ranging from Directorship/Board membership of NGOs/social enterprises (24 per cent), to committee/panel membership (34 per cent), honorary roles within organisations (21 per cent), and advisory roles (11 per cent). See Figure 3.12 for a breakdown of these activities (see Appendix H for a full list of community engagement activities). While the community engagement data does not directly pertain to research and teaching of social innovation, it does, instead, show how academics are engaging with their communities to deliver impact in ways in which traditional academic metrics centred on published research and pedagogical excellence will not always capture. It is, therefore, an important metric to capture to demonstrate the extra-curricular work that academics are engaging in, which while benefiting their career tenure tracks, is also positively impacting on the community in Hong Kong.

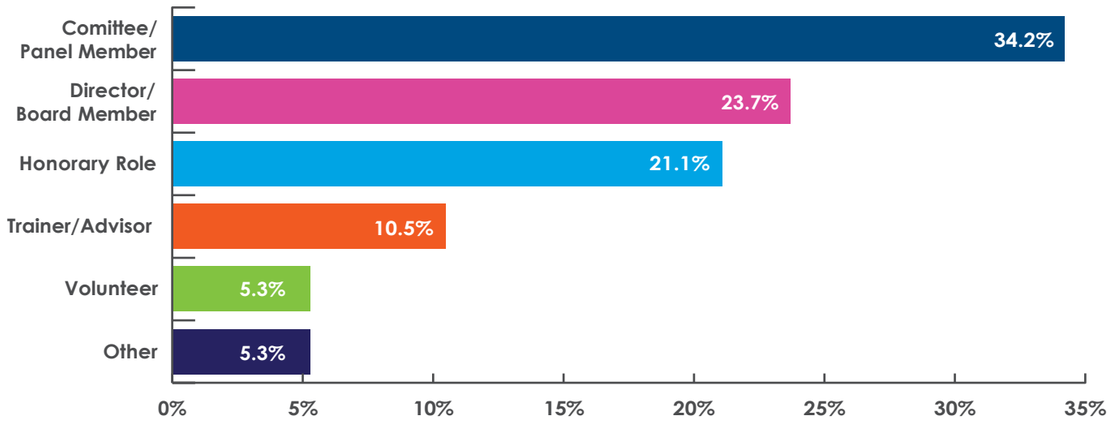


Figure 3.12 – Community engagement roles

Lastly, the respondents also identified their three most pressing priority social problems in Hong Kong, which research-led social innovation could impact upon, alongside the organisation types that they felt were most suitable to collaborating with to solve these problems. The data reveals that social inequality and elderly/ageing issues are the problems most likely to be solved by research-led social innovation, alongside housing. Indeed, these three areas of focus accounted for 55.8 per cent of all the social areas of need identified by respondents (see Figure 3.13).

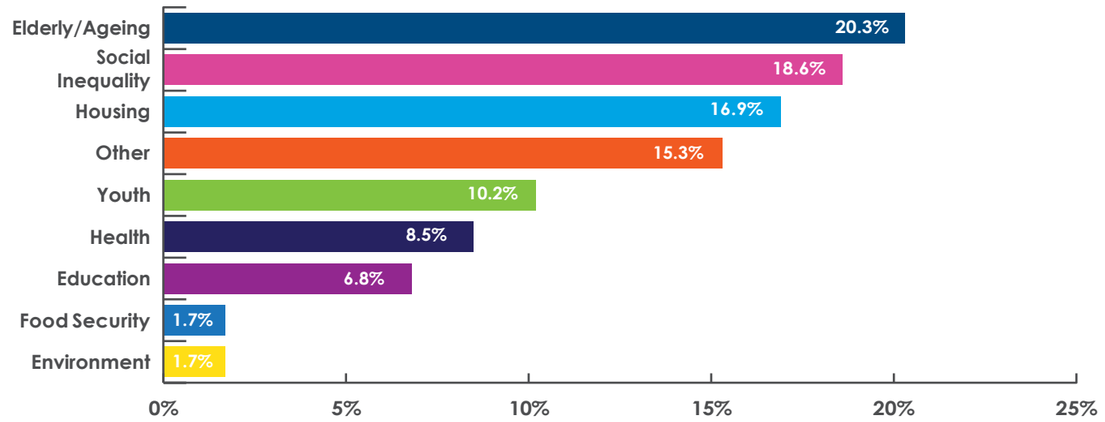


Figure 3.13 – Priority social problems in Hong Kong

To solve these social problems, respondents felt that different organisational types were best suited to solving different issues. Respondents were able to state which organisational type was most suited to leading and collaborating on efforts to solve/alleviate these issues (which does not mean that the lead organisational types are the only organisation that should work in this area):

- **Youth:** there was an even split between respondents believing that the government and HEIs were best placed to tackle this, and all stakeholders.
- **Housing:** HEIs were seen as the most suitable organisational type to lead solutions to housing problems.
- **Elderly/ageing:** government and HEIs were seen as the most useful in solving issues of ageing and elderly care.
- **Education:** perhaps unsurprisingly, HEIs were also seen as being best placed to deal effectively with education-based social problems, along with government and a stakeholder-wide approach.
- **Health:** this was the one area where respondents felt that a truly multi-stakeholder solution was required.
- **Food security:** this was viewed as a lead area for government.
- **Social inequality:** NGOs/social enterprises were seen as the most useful organisational type on leading solutions to inequality.
- **Environment:** NGOs/ social enterprises were also viewed as being best placed to lead effectively on environmental issues.
- **Other:** these issues included increasing social entrepreneurship, democratisation, and design issues (urban and policy), and individuals were identified here as being the most likely to develop/lead on solutions to these issues.

Table 3.1 fully outlines this data, by identifying which organisational types the survey respondents felt were best placed to lead on solutions to the nine social problems outlined. The percentages indicate the number of respondents who identified each stakeholder type as best placed to lead efforts in each area, with the lead stakeholder(s) highlighted green, for easy identification of the lead entity[19].

Table 3.1 - social problems and best organisational solution matrix						
Social problem	**Government**	**Corporate**	**NGO/social enterprise**	**Individuals**	**HEIs**	**All**
Youth	33.3%				33.3%	33.3%
Housing	12.5%	12.5%	12.5%		50.0%	12.5%
Elderly/Ageing	30.0%	10.0%	10.0%	10.0%	30.0%	10.0%
Education	33.3%				33.3%	33.3%
Health		20.0%	20.0%		20.0%	40.0%
Food Security	100.0%					
Social Inequality	16.7%	16.7	50.0%		16.7%	
Environment			100.0%			
Other	12.5%		37.5%	25.0%	12.5%	12.5%

Nb. With only 52 respondents in total, and not all respondents identifying three priority social issues and/or the organisations best suited to solve them, the breakdown of data in some areas is limited by sample size, which skews the results. Nevertheless, this provides an indicator of preferences and perceptions of social problems and solutions in Hong Kong.

3.6 SUMMARY

This section has presented an analysis of the data gathered from the research survey completed by 52 respondents, mainly engaged in the higher education sector in Hong Kong. The data reveals that academics interested in social innovation are based in diverse faculties, albeit with a bias towards the Social Sciences (34 per cent of respondents) and Business (21 per cent). This diversity is also reflected in the range of job titles and academic positions held by the respondents, ranging from Professors/Associate Professors (37 per cent), to non-academic HEI positions (31 per cent) and Research/Teaching Associates (17 per cent). The perceived expertise of these individuals (in addition to social innovation) included knowledge transfer, social policy/work/services, and design (design thinking/design policy).

Of those respondents that are research active, the majority are engaged in qualitative (62 per cent), empirical (77 per cent) research, often through case-study methods. Active research projects and publications have been ongoing since the mid-2000s, with a growth in publications in the last few years (33 per cent of all publications reported emerged in 2018/2019). A significant proportion of these publications (42 per cent) are academic outputs, but the media, newspapers and other non-academic outlets are also utilised. A significant proportion of these projects are funded either through external grant funding or researchers' own HEIs (53 per cent collectively), with the government accounting for 12.5 per cent of project funding. In addition, nearly 16 per cent of project funding has come from the respondent personally or other individual donors.

With regard to teaching, 49 live modules on social entrepreneurship or social innovation were identified, from a total of 64 courses, with a further seven modules due to start in the near future[20]. The majority of these courses (81 per cent) are offered at the undergraduate level, while 66 per cent are elective courses. The main providers of these modules are the University of Hong Kong, HKUST and Hong Kong PolyU, with these three HEIs accounting for nearly 50 per cent of all modules. The courses range in size significantly, from classes of three students, to classes of 100 students, with an average class size of 37. The majority (56 per cent) of modules have originated in faculties focused on Arts, Health and Social Sciences, and Hong Kong has two degree programmes that focus specifically on social innovation/social enterprise/social entrepreneurship across its ten HEIs (20 per cent). This compares with nine such undergraduate/postgraduate courses across the 130 HEIs (seven per cent) in the UK.

A total of 24 knowledge exchange activities were identified, with 48 per cent being partnerships with NGOs or social enterprises, focused on youth issues (40 per cent) (33 per cent of which are student-focused) and multiple social issues (30 per cent). The majority of funding for knowledge exchange activity has come from (unlike research) foundations (24 per cent), HEIs (24 per cent) and government (18 per cent). Donative income is also, as in research, a moderate provider of knowledge exchange funding, accounting for 12 per cent of income.

Lastly, in relation to community engagement projects, the majority involved either Directorships Board roles with NGOs/social enterprises/businesses (24 per cent), Honorary roles (21 per cent) or membership/participation on panels/committees (34 per cent), accounting for a combined total of 79 per cent of all community engagement work. The three main social problems identified that could be solved through research-led social innovation were social inequality, elderly/ageing issues and housing, accounting for 56 per cent of all responses. HEIs are identified as being the lead stakeholder in four of the nine main social problems identified (youth, elderly/ageing, housing and education). NGOs/social enterprises are identified as having the lead role in solving social inequality and environmental issues, whilst government is seen as having the lead on solving issues of food security, whilst being a co-lead for the issues of youth, elderly/ageing and education. Respondents also stated that health required a multi-stakeholder approach, which was also the co-lead solution for youth and education.

The data presented in this section has identified a burgeoning interest in social innovation from a research and teaching perspective[21]. The issues behind the trends identified will be further unpacked in the next section, which explores the qualitative data, as well as in the final discussion section. There is an upward trend in social innovation research and the teaching of social innovation-related modules/courses. Whilst it is difficult to be certain about the reasons for this growth, the growing interest in the phenomenon globally (and in Hong Kong), the increasing recognition of impactful research in the RAE, and a generational shift in which young people are more focused on social issues than their parents/grandparents, have all created the space and motivation for this growth. Indeed, given the relatively small size of the HEI sector in Hong Kong (compared to other countries, such as the UK) the concentration and breadth of social innovation/social enterprise modules/courses is comparatively strong.

There is, therefore, a combination of institutional and personal agency factors at play, which create the opportunity for socially innovative academics to secure funding for social innovation research, develop social innovation modules/courses and work in their communities to deliver social value/impact. This suggests a burgeoning social innovation ecosystem within the HEI sector in Hong Kong, that, with further support, could increase its growth rate. The potential enablers and barriers to this growth will be explored in the following sections, in order to develop recommendations for the higher education sector in Hong Kong.

4. QUALITATIVE RESULTS

4.1 QUALITATIVE ANALYSIS SUMMARY

As seen in Appendix A, the qualitative data has been analysed using a Constant Comparative Method (CCM) (Lincoln and Guba, 1985). This data was gathered from the 17 semi-structured interviews with 22 participants from a range of sectors, including HEIs, foundations, government, NGOs, investment firms and social innovators. These interviews followed sequentially from the quantitative survey phase discussed in Section 3, with the initial data analysis from the survey data informing the design of the interview schedule (see Appendix A for a full methodological overview).

This process led to the identification of 52 'units of analysis' (see Appendix I for a full list of these units), which were coded into 13 separate 'categories', and which were then reduced to four individual 'themes', namely: Social Innovation Complexity, Power and Institutions, Social Innovation Learning, and Personal Agency. Figure 4.1 illustrates this analytical process, while the content of each individual theme is discussed within Section 4.2. The numbers displayed in the 'categories' boxes in Figure 4.1 correspond to the relevant units of analysis contained in that category, aligned with the numbers assigned to 'units' in Appendix I. The numbers in the 'themes' boxes correspond to the relevant category numbers contained within that theme, as numbered in Figure 4.1. For example, Theme A 'Social Innovation Complexity' contains categories one (Social Innovation Ecosystem) and six (Definition); while Theme B 'Power and Institutions' contains categories two (Partnership and Collaboration), three (Pluralism), five (Institutional Frameworks), eight (Policy) and 13 (Funding). This allows the reader to develop an audit-trail of how the emergent themes have been identified from the data. A CCM approach means that the process is iterative, in that the data emerges from the participant's interview transcripts and is not pre-determined or pre-coded in any way. However, the analysis can be grounded in and informed by the prior literature and previous phases of data collection (i.e., the survey), ensuring that the final findings are holistically embedded.

It should also be noted that the four themes have been grouped into two meta-themes of 'Barriers' (Themes A and B) and 'Solutions' (Themes C and D). This has been done to show the interrelated nature of the themes and was based upon peer-review feedback from the BRICKS steering committee members. Social innovation is a complex phenomenon, and developing a vibrant social innovation research/teaching environment within HEIs is, therefore, equally complex. By adopting this approach, the intention is to acknowledge that the four themes identified are not independent, but, rather, interdependent.

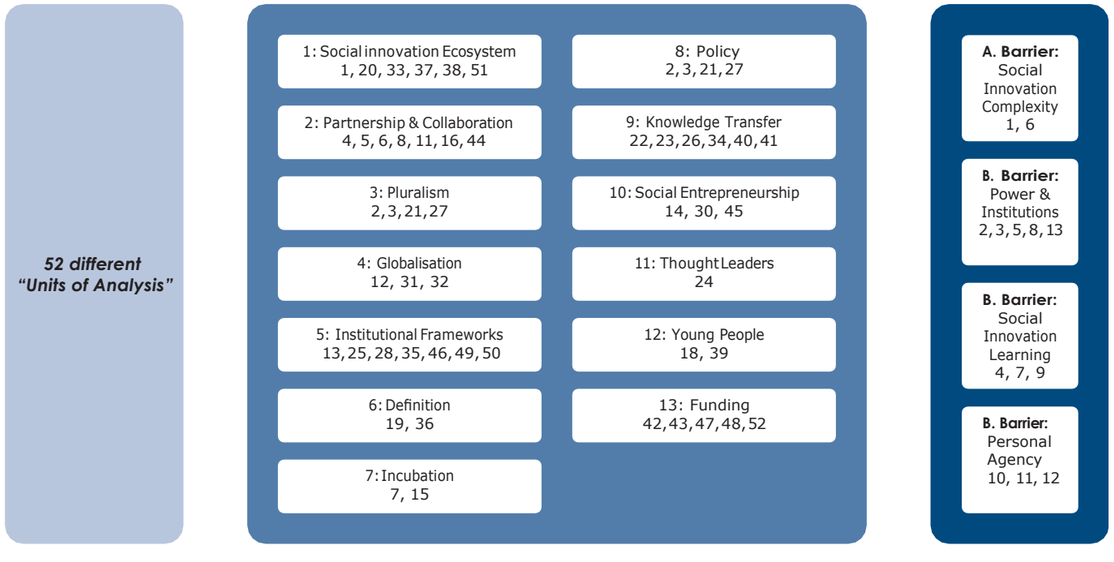


Figure 3.12 – Community engagement roles

4.2 THEMATIC OUTLINE

This section outlines the content of each individual theme generated from the CCM analysis, with a description of each thematic element, followed by exemplar quotes that illustrate the particular features of each theme. The elements of each theme are built from the emergent categories that form the constituent parts of each theme, as outlined in Figure 4.1. Following the presentation of this qualitative data, the combined quantitative and qualitative results will then be synthesised and discussed in Section 5, in relation to the prior literature, in order to build a picture of the key features of the Hong Kong social innovation ecosystem.

4.2.1 SOCIAL INNOVATION COMPLEXITY (THEME A – BARRIER)

When discussing social innovation in Hong Kong, discussions invariably turned towards the social problems and the inequality that exist there. Here, participants discussed health as a key focus (alongside the ageing population, housing and wealth inequality), but they also talked about how most social problems are interrelated. This complexity means that no single solution (including social innovation) has the ability to solve social problems; rather, collaborative responses are required (see Theme B: Power and Institutions), with the direct involvement of government.

> *'So, I think that is the problem, the challenges we have to work on but it seems that there are some structural issues. Even with the social innovation, social enterprise, you cannot deal with it. And some are policy issues; it depends on how the government's going to modify their policy. Not easy, I know.'*

> *'Health is one of the key focuses of my work, hence the topic I pick. When we talk about health issues, it's actually related to a few other issues … for example food security, elderly/ageing, social inequality, environment all can be related to our health issue. Innovation comes in when we can think from a bigger picture rather than addressing immediate needs. From Primary Health talking about prevention and early intervention, from corporate wellness and company policies to ageing population and younger population to having chronic illnesses. From an urban design to coordination among stakeholders, social innovation plays an important role. With a system that's not sustainable, thinking out of the box is necessary.' (P19 – Practitioner)*

In relation to the wider social innovation ecosystem, participants discussed the lack of joined-up thinking around social innovation, with too many stakeholders working individually and there being no strategic direction behind the development of the ecosystem. Indeed, this was linked to a lack of policy and funding support, definitional issues and low awareness of social innovation and what it means/constitutes.

> *'I think perhaps for me it is difficult to grow really organically as an ecosystem because it seems like there is no - because the government would not give assets up to bottom [bottom-up], so it's more like they let you grow on your own. So, without a very clear definition or guidelines it can be good or bad, because they can grow as depending on what we want. But at the same time, I think we don't know where to go and there's a lacking of people to steer or co-ordinate in between because no matter the investor or the players or even the beneficiary we don't know what to expect from a social entrepreneur or social innovation.' (P9 – NGO)*

> *'So, I think we need to have a blueprint behind us, what do we want to achieve in Hong Kong as a whole? To achieve in the next ten years in the space of social entrepreneurship, in the space of social innovation. These could be totally separate or some overlap, but I think that's quite separate.' (P7 – Academic)*

The lack of awareness of social innovation was a key focus in the vast majority of interviews. Indeed, it was argued that there is a lack of awareness of the concept amongst the government, the general population, investors and corporations. This lack of awareness is also one of the reasons behind the lack of a strategic direction outlined above, in relation to driving the development of the social innovation ecosystem, and, perhaps, also explains the difficulties in embedding social innovation research and teaching within HEIs.

> *'I think the other thing is that in Hong Kong we have been talking about social innovation for many, many years. Let me put it this way, these two terms become more prevalent in Hong Kong maybe starting 15 years ago or so. But if you look at the wider community, we are yet to demonstrate the impact of it so that people who are not familiar with these concepts would say: 'Wow, this is the way to go'. You know, in Hong Kong people think about the economy, economic development. Of course, they are concerned about social injustice, they are concerned about*

healthcare systems in Hong Kong, so on and so forth, but they also look at the government for how much money is devoted to building, say, elderly homes, to building more hospitals, to increasing the pay of our healthcare professional. But discussion seldom touches on how social innovation and social enterprises can help in those regards.' (P4 – Academic)

'I think social innovation is still quite a new concept in the Hong Kong community. Actually, I joined the team about two years ago, and before I joined the team I had never heard of social innovation, so I think we still have a lot of work to do to raise the awareness and understanding of the community as to what social innovation is and how it can help address the social issues in Hong Kong. So, this is one of the challenges that I can think of.' (P15 – Government)

Barriers to social innovation, over and above those already identified, were also discussed in relation to the NGO sector at large and the funding behind it. Smaller NGOs are seen as being at the mercy of government funding priorities and larger foundations, while the larger NGOs are so well-endowed financially, that this is seen to limit their ambitions to act innovatively. This has implications for the knowledge exchange and community engagement work delivered by HEIs and outlined in Section 3, as smaller NGOs could greatly benefit from research-led support and joint funding bids; whilst larger NGOs could use academic research on social innovation to develop new (and crucially innovative) services in ways that they don't currently.

'There are a handful of NGOs in Hong Kong with well endowed - they have property income and so on, and they have more flexibility in using internally generated revenue to mainstream a lot of these newly tested methods or services. But the rest of the NGOs are always at the mercy of funding resources, and because the government is the primary source of these sustained funding, if the government is unwilling to fund these services it becomes essentially a dead end for a lot of these new ideas.' (P10 – Foundation)

'Well I think social innovation is still out there. So, imagine this big round table as the mainstream ecosystem where we have capitalist companies and we have a very rich government with a lot in their coffers. And then we have very strong NGOs who only believe in good services, but not innovations.' (P3 – Incubator)

Within this complex social innovation ecosystem, HEIs are seen as being key partners in relation to knowledge creation and evaluation of effectiveness, with universities being at both the beginning (R&D) and end (evaluation) phases of social innovation projects (albeit acknowledging that both are linked). Universities are also seen as being complex entities themselves, an area is explored in the Power and Institutions theme (section 5.2.2). Indeed, it was argued that developing funding frameworks that encourage HEIs to engage in social innovation is difficult, due to the wide-variety of different opinions in universities.

'However, in the past four years or so we have selected youth, elderly, sports and arts, the four among the ten as our focus areas. By 'focus' it means we're trying to channel more of our funding into those streams. We're also spending more of our own resources in understanding the issues, spending more of our staff's time in understanding and putting together more complex projects, together with multiple NGOs and universities … Over time the universities will come in as the knowledge creating and evaluation partner, so that's also why all eight of the universities in Hong Kong are close partners … Together with the addition of [additional] revenue we have a lot more resources that we can mobilise these days than, say, ten years ago. So, we are able to do some more of these complex, larger scale things with our partners.' (P10 – Foundation)

'… universities are very complex, and we try our best in having that kind of communication and making sure that things are all in place. But I must say that when we think we've completed everything and everything agreed, there's always some other people might say: 'Hey, what about this?'' (P14 – Academic and Funder)

4.2.2 POWER AND INSTITUTIONS (THEME B – BARRIER)

Pluralism[22] is increasingly being seen as the key to driving healthy and scalable social innovation ecosystems, as the diversity of stakeholders reduces power-distance and supports innovation. Prominent social innovation in Hong Kong is seen as something that is undertaken and celebrated by elites (or at least elites are more likely to be successful at it). In Hong Kong, whilst still an issue, this high power-distance is also being seen to improve through increasing pluralisation (i.e., the creation of intermediary support organisations). The co-option of social innovation by elites is nothing new and occurs in many social innovation ecosystems globally, but it can limit the scale of social innovation and the impact that it can bring. University research that could understand better the roles that intermediaries could play in decreasing power-distance could support this growing pluralisation.

'So, for those who become famous in Hong Kong in terms of their social enterprise, they by and large belong to a group of the elite. So, I think that might explain why they end up succeeding, because they have the kind of connections that you need to support your ventures … Foreign trained, foreign experience, looking good, talks well with an American accent, even though he's from Hong Kong.' (P1 – Academic)

"Hong Kong is trying to expand the intermediary system, so the intermediaries that have been funded in Hong Kong by the government, those are already well established before. And we see that increasingly from private markets coming in. So now one of the government funds is pushing this as a driver for the social innovation, that may come something like that. But it's just too early to say whether that [Intermediaries reducing pluralism] would be - happen.' (P2 – Academic)

Some participants were also critical of the competition-based elements being used to drive social innovations, not so much from the perspective that competition per se is bad, but rather that there is no further scaling/incubation support for winners beyond this. However, others also argued that co-creation and partnership are better models for developing and scaling social innovations, as multi-stakeholder collaborations allowed for a greater *'richness' of knowledge with which to solve social problems. Universities can make a difference here, by engaging in co-productive research, facilitating co-creation (and learnings from it) and supporting the incubation of social innovative businesses.*

'I see, in terms of nurturing social innovation, in terms of nurturing social entrepreneurship in Hong Kong, one of the ways that, here, being used, is through competition. So, there are all kinds of competitions and then they usually will go through a one-day, two-day workshop, trained by using design thinking. Now in general I have a few comments. First, can we expect this kind of model to really generate people with good ideas? I mean, one day, two days training, what do you want from it? So maybe just a taste of social innovation, which is fine. Now first is repeating, so if you just want to provide some events, activities for people to have a taste of social innovation, that's fine but you don't have to keep on doing it. And everyone is doing it, so basically people are repeating the same model. And if you have this first stage of tasting social innovation you should have a second stage to follow up on that, but there's no second stage. There's nothing beyond this.' (P1 – Academic)

'I think this has now changed. We have been doing a lot of co-creation among ourselves, among the teams. What I can do in my team is that we do a lot of cross-disciplinary co-creation among them, like the social workers, the therapists, the nurses, the doctors, the designers. And we have a team of architects and technical staff who are surveyors. So, we have actually a number of disciplines which are rich enough to enable them to cross over with each other. And so that's how we work.' (P11 – Foundation)

From the higher education sector perspective, there a need was articulated for greater collaboration between universities and the private and third sectors, as current efforts are often restricted by a lack of value alignment between partners and a lack of applied research. It was recognised that the government is committed to raising R&D spending as a proportion of GDP to encourage further cross-sector collaboration.

'So up to now it's around 0.73 per cent of the GDP is spend on R&D. The current administration is committed to doubling that to 1.5 per cent. And that's part of the policy package leading to the injection of, particularly in Hong Kong, into the sector. How far that condition will be realised, I think we will really have to wait. But there's far greater interest in trying to get the universities to liaise with the private sector and one of the things the government has rolled out something called a Research Matching Grant. The government is providing matching funds for universities if they can secure private support for their research activities. So that is one attempt to see whether they could get more private support. So that's quite a concrete step.' (P14 – Academic and Funder)

'From what I've seen in the sector, funding can be a pain for NGOs or academics if the project is a research project. From the perspective of a funder, it is not

efficient to simply fund a research without any application projects when the manpower cost for a research project may cover up to 80 per cent of the whole funding. From the perspective of an NGO, where we've been partnering on research with institutions, as well as developing research of our own, the whole process from doing modelling, literature review, analysis and deriving a way forward from the research may take some time, and certainly a better way of publishing and promotion will need to be explored as well.' (P19 – Practitioner)

There is also a need for greater need for collaboration between HEIs (as was shown in the quantitative data by the relative lack of collaborative research). This isn't to say that collaboration isn't occurring between universities or academics, but rather that this collaboration is often ad-hoc and between individuals, rather than being truly cross-institutional. Greater facilitation of this through different institutional frameworks (i.e., the UGC) is viewed as one way to drive this collaboration further.

'I think in Hong Kong it is quite easy [to collaborate]. We [HEIs] are competitors of course, we compete for money, we compete for donations, we compete for good students, so on and so forth, but we also work closely with other people … we serve on committees, advisory committees of each other, and the UGC, the University Grants Committee, which is the funding body, always promotes inter-institutional collaboration in terms of teaching and learning projects, research projects or even teaching awards.' (P4 – Academic)

'… because Hong Kong is a very small place. We have seven million people, among which very few people actually in the field. The good thing is that we actually know one another; we have a very tight-knit network, so to speak. I think that is an advantage, but also a disadvantage, because the whole development of the sector actually relies on the driving force from very few people. And if these people are not really like: 'OK, I have to understand the global trend, I have to think in a very pioneering way', then we are kind of doing the same thing over and over again.' (P7 – Academic)

Interviewees elaborated on this in relation to the focus of applied research. It was argued that research is replicative (i.e., HEIs are working on similar subject areas, but are unaware what each other is doing), but also that it should utilise the intellectual capital of the university for the benefit of the community. Barriers were identified in relation to the tenure system, curriculum rigidity and traditional research funding structures, but these should not be allowed to inhibit impactful research and collaboration.

'… to foster the knowledge transfer of the university with a mission on, I think, to lend the research and the teaching to the community. And also develop intellectual capacity and capital, which can contribute to the development of the university and the wider community and also to serve the needs of educational development, both locally and regionally.' (P5 – HEI Knowledge Transfer)

'Yes, so we did the research on ageing and it's exactly the feedback we got. Everyone who's doing research didn't know that their counterparts were doing research at other universities. Same with the practitioners obviously, because they're very protective of their intellectual property, so there's no reason or incentive for them to be transparent with what they are doing. So, effectively, you had a lot of stakeholders within the same set that were doing very, very similar things, which is a very inefficient use of resources.' (P15 – Government)

Interviewees repeatedly highlighted the institutional barriers to social innovation, in relation to publishing, funding, teaching and policy. The most common point was that universities are inherently conservative organisations, which are slow to change and resistant to new ideas such as social innovation. This is exacerbated by the administrative 'red-tape' that is present in large institutions, and especially universities (in Hong Kong, as in the rest of the world), which stifles and limits the scope for social innovation.

'I do know that, being an academic myself, not wearing my [funding body] hat, academics are supposed to be pushing the boundary of knowledge and doing cutting-edge research. But we are also at the same time very conservative in terms of the discipline, how are things defined, the way we've been trained, the kind of methodologies we use, and the potential publication. So, for creating new areas, it is a challenging task. Your area, for example, the fact that you have a Chair [Professorship in Social Innovation], you have such a position in this area already quite - you are making progress. In some academic institutions, this is not easy.' (P14 – Academic & Funder)

'… the administration system in the university is really not ready for change, not ready for social innovation because they've got a lot of red tape. And that's why after I worked for the [University Name] for four years, I decided to leave because, actually, I cannot change the whole system, it's too difficult.' (P18 – Social Entrepreneur)

These internal institutional barriers are compounded by issues related to research funding structures and how research is assessed. Many participants discussed the difficulty of getting funding for cross-disciplinary research, as well as issues such as career progress being defined by the perceived quality of publications (something that is often easier to achieve with blue-sky research than with applied research). This should change to a degree in the coming years, as the new Research Assessment Exercise (RAE) 2020 seeks to reward research for its impact with up to 15 per cent of the overall score.

'I think the universities, they understand the skills needed. It's basically a mindset problem. They don't believe in cross-disciplinary. Or they do, but they say the funding does not allow them to bring in any cross-disciplinary, and that might be the truth.' (P3 – Incubator)

'We are introducing that in our next round of our RAE 2020, so that is the 15 per cent in our [score]. This is a matter of considerable interest among Hong Kong academics because this is the first time we are doing it. And, again, we look at cases in the UK, lessons learned. We invited several academics from the UK who were … invited to panels, and there was also one who was [the person] at her own university in … advising them how to prepare those cases … The rationale is actually the same, that we need to - government spending a lot of money, research and development, how are they helping society and all that has to now be considered. So that's part of that overall picture, which I suppose is global.' (P14 – Academic & Funder)

Many interviewees noted that the university 'tenure' system can also inhibit academic engagement with social innovation, as it is not seen as a way of achieving the high quality (3* and 4*) research outputs that often lead to tenure. This leaves many academics (and those looking for support from them) in a 'catch-22' situation, as those seeking tenure shun social innovation research because it is not valued, whilst those with tenure avoid social innovation research because they have tenure (and so don't need to push the envelope). As was noted earlier, with Hong Kong's new RAE awarding 15 per cent of its score on impact, this is likely to change. Indeed, in the UK, where impact now accounts for 25 per cent of a HEI's total score in the Research Excellence Framework (REF) 2021, there is a growing shift towards more applied and impactful research. It could be argued that this higher weighting, along with financial rewards for REF impact case studies[23], has made HEIs in the UK more open to applied research that delivers impact. Therefore, the RAE 2020 system in Hong Kong (that has a 15 per cent weighting – the same weighting as the UK REF 2014) will slowly drive this change, as was the case in the UK. In the UK, it is normally tenured academics that lead impact case studies and institutional REF submissions, and so a focus on impact within Hong Kong's RAE may lead to an increased focus on social innovation and impact amongst leading academics.

'The problem is because you know Hong Kong, the professors, they system also using the tenure system, just like in UK, the professors. So, for the Junior Professor, the Assistant Professor, I mean, they have to spend a lot of time to write the research paper, to bid for the research grant. Even though they have very good research output they don't have the motivation to apply for this kind of knowledge transfer fund, even though they know that perhaps it can benefit society. Then, for the Senior Professors, also Associate Professors, they also don't have the urge to do so because they've already been tenured.' (P8 – NGO)

4.2.3 SOCIAL INNOVATION LEARNING (THEME C – SOLUTION)

The interviewees see knowledge transfer as a key enabler of social innovation in Hong Kong, whether the knowledge has emerged from global sources, or is locally embedded through teaching and research. From the global standpoint, the ability to learn from social innovation ecosystems elsewhere in the world is welcomed, especially in relation to 'western' ecosystems (the USA and UK, in particular) and Asian ecosystems (Taiwan and Singapore were both highlighted). This transfer of experience can come from simply learning about other contexts, but also through partnerships between organisations in respective countries (e.g., between HEIs).

'I wouldn't think it is a lack of imagination, lack of knowledge, cultural barrier. People really want to try new things. In fact, most of the time when we talk to our NGO partners, they are actively looking for new ideas, often from outside Hong Kong. They would look around the world and see what the

newest service models are and what might apply to Hong Kong. Constantly looking for these ideas to be incorporated into services.' (P10 – Foundation)

"Exactly. I think it would be very, very helpful, very healthy as well for the universities in Hong Kong collaborating with someone - USA or UK. Actually, at [University Name], we have a sustainability programme. It's a long-term collaboration with the [UK University Name], so in the space of sustainability. So, I think that would be something that I would like to see in the future.' (P7 – Academic)

Global learning was also discussed in relation to international NGOs, both as hubs for knowledge and through funding programmes. The work of the British Council was specifically highlighted for its powerful impact on the Hong Kong social innovation ecosystem, alongside the willingness of other NGOs to explore innovative models due to their funding and political independence.

'Well organisations like the British Council OK? But if it comes from the - still, British Council has done a lot and you have heard about it also in the ecosystem in Hong Kong for many, many years; social enterprises, they have done a lot. I respect them tremendously.' (P4 – Academic)

'But this time we worked with [International NGO] because they don't receive any government subsidy. So, for them they are more eager to try new models. So, for social innovation on this finance side, we observe that next time when we structure this project maybe those receiving less government subsidy, or those purely independent organisations, maybe they will be more open to this option.' (P8 – NGO)

Many interviewees also want universities to do more, arguing that too much academic research is 'blue-sky thinking', and not enough is applied research that benefits social innovators on the ground. This was also highlighted in relation to social impact measurement, with a strong social impact measurement sector in Hong Kong being viewed as a way to drive some of this applied research. This critique comes back to the issues highlighted in the first two barrier themes, but these areas offer some solutions, as applied research and social impact measurement offer possible research and teaching mechanisms that can deliver impact and support social innovation.

'I think it's very important. If you think about - a lot of times the new service models might come from universities, but they are unproven, or at least unproven in the local context. So, we need to bring the knowledge from universities to the NGOs, and get them to adopt and test and so on.' (P10 – Foundation)

'However, we also need to have some research that actually gives the practitioner some guidance. Some of the research is very theoretical. It benefits academia or the pioneering of knowledge, etc., but it doesn't really help the practitioner. And in order for this field to be developed, you need the practitioner to be really strong.' (P7 – Academic)

'Actually, we encourage some large projects to really incorporate social impact assessment in the project context, so that we are very happy to fund that part of the project, so as to really let us know that the real impact of the projects and also to promote the use of social impact assessment in assessing the social interventions. So that is one of the areas that we have been promoting all along.' (P15 – Government)

Lastly, many interviewees expressed a need for embedded teaching, with experiential classes, the use of non-academic teachers (i.e., from corporate backgrounds) and new degree/Master's programmes all being proposed. A particularly innovative idea was put forward by one social innovator, who argued that there should be a general qualification on social enterprise agreed by a collection of HEIs, with each delivering specific modules related to their expertise. Students would be able to then move from one HEI to another to study modules and gain the credits required to achieve a qualification. Such courses, it was argued, would also reduce the burden on those practitioners and experts who provide their time to deliver seminars or act as mentors. This relates to issues around greater engagement of practitioners in teaching, as well as better quality teaching. Academics need support/training in relation to teaching social innovation, whilst training delivered by HEIs to practitioners is also required. The type of embedded teaching espoused by Ashoka through their Changemaker Campus Ashoka U[24] platform offers indicators as to how this can be achieved.

'Well, I think we can formulate a so-called General Diploma or General Degree in social enterprise, and then I don't think all universities should have the same courses. But maybe they are strong in some aspects, some particular subjects. And then we can allow them, allow the students, to move around to find a basic requirement … Then I think that will be a good exchange and exposure for them. But, of course, it means that there should be a very strong, powerful platform to co-ordinate and also help with the mutually recognised other universities' subject qualifications, and also the professor or the lecturer who's teaching them. I think that is a better system.' (P18 – Social Entrepreneur)

4.2.4 PERSONAL AGENCY (THEME D – SOLUTION)

Agency versus structure remains a key debate in social sciences, and certainly in relation to social innovation and social entrepreneurship. Whilst structure was explored in Section 5.2.2 (Theme B: Power and Institutions), here the focus is on personal agency and the role that individuals can play within the ecosystem. The interviews revealed that participants see individuals as key drivers of change, both on campus and in the social innovation ecosystem more widely. The role that academics and students can play in being entrepreneurial and pushing for new courses or creating socially innovative organisations (see further on in this section) is seen as being of paramount importance.

'… the third part is to promote or to cultivate entrepreneurship in our campus. We understand that for an entrepreneurial environment to be cultivated, we need some training, or we need to give some knowledge to both the student or the academic staff, because entrepreneurship is about making business, and then, at least, they have to have some knowledge in doing a business or doing the entrepreneurship activities.' (P6 – HEI Knowledge Transfer)

'When we first piloted the course at [University Name], and this was before my time, the topic itself was not necessarily one that was known at the university, social innovation, social entrepreneurship. And they did not necessarily think that this was a topic of importance here, and this was 2012. So, even though [Foundation Name] had a deep routed relationship with [University Name], and the Business School in particular, it was not necessarily an easy sell. And it took a very motivated MBA student, who our Chair spoke to for hours on end, to actually break down the walls of bureaucracy within the Business School and tell them: 'listen, as an MBA student of this institution, I think we should have this course and I demand it'.' (P12 – Foundation)

Many see socially innovative and entrepreneurial staff and students as key to driving awareness of social innovation and the growth of the ecosystem in Hong Kong. For staff, the ability to create their own socially innovative initiatives (either on their own or as university spin-outs) is an area that was discussed; whilst for students, the ability to engage in real-life learning, by working with organisations seeking to solve social problems, is seen as valuable, even for those looking for corporate jobs afterwards.

'I also play another pretty active role within the [University Name] ecosystem, in the sense that I'm a consultant for the professors who are really keen on turning their research into social enterprises to create tangible impact. So, at [University Name], we actually have a programme called [University Fund], so the professors can apply for some funding to help them to set up these social enterprises.' (P7 – Academic)

'I think social inequality, environmental pollution and the very high cost of housing are the most pressing issues in Hong Kong, while the other issues on your list are certainly also social challenges here. Through the course I teach, [our] students have worked with a range of social enterprises on some of the issues mentioned, including two of the food banks, organisations supporting the elderly, education, ethnic minority communities, people with disabilities, fund raising for charities, etc.' (P22 – Academic & Practitioner)

Lastly, there is also an awareness that the new generation of students and young people in Hong Kong have different priorities to their parents and grandparents, wanting to solve social problems and create as much social value as financial value. It was argued that this generational shift could drive the development of the social innovation ecosystem organically, but that HEIs could do more to foster and support this.

'I think universities play an important role in moving beyond the initial notion of doing good and doing well. I mean, there's enough rah, rah, rah [participant referring to too much talking], around this conversation, around that. I think the current crop of students who are currently in universities, they deserve better in terms of, OK we've moved past that stage of the: 'hey, you can do good and do well, but here are the notions. If you want and you care about social impact in terms of what you do, you don't necessarily have to give up your offer from Deloitte or Mackenzie or what have you, but you actually say: 'here are the

different ways. These are social innovations, social enterprises, work in the private sector' … These are all different mechanisms and tools for that to do well and do good. But don't confuse the two'.' (P13 – Investor)

'We have the same experience. Our students also are quite satisfied with helping those people they think they want to help, instead of making money. It is interesting to know that the other university also has similar students.' (P6 – HEI Knowledge Transfer)

Photo by Colin & Linda McKie

5. DISCUSSION AND RECOMMENDATIONS

The aim of this research project is to understand the knowledge, capacity and future ambitions of the Hong Kong academic community in relation to social innovation, and, specifically, how this is enabled or prevented by systemic, institutional and practice-level factors within the ecosystem. The quantitative and qualitative data has allowed this report to build a picture of the social innovation ecosystem in Hong Kong, with a specific focus on higher education and the role that universities can have in creating social value, through research and teaching, as well as through knowledge transfer and community engagement. This will now be discussed in relation to the three levels (practice, institutional and systemic), with the relevant quantitative and qualitative data being triangulated, to provide recommendations designed to support the development of social innovation research, teaching and community engagement in Hong Kong.

5.1 PRACTICE-LEVEL

There is clearly a growing research base in Hong Kong centred on social innovation, and 45 academic publications (journals, book/chapters, conference papers and reports) have been identified[25]. Considering the nascent development of the social innovation field in Hong Kong, this represents a significant body of work, especially considering that nearly one-third of these have been published in the last two years. Much of this 'social innovation' research is, in fact, focused on social enterprise/entrepreneurship specifically, and like much of the global research, is primarily qualitative and case-study focused (62 per cent). The growth in research and publications over the last 13 years has also been moderate, with positive trends identified in the number of research projects that have commenced each year[26], as well as the numbers of research outputs being published each year[27]. This demonstrates that there is growth in social innovation research within the Hong Kong higher education sector, from which we can infer increased academic interest. This is in-line with the global growth in social innovation research, with the emergence of specific research centres and institutes at universities focusing on social innovation and related issues, including: the Centre for Social Impact (Australia), the Skoll Centre for Social Entrepreneurship (University of Oxford, UK), the Centre for Social Innovation (University of Cambridge, UK) and the Center for Social Innovation (Stanford University, USA)[28]. There has also been a growth in conferences that specifically focus on social innovation (e.g., the annual International Social Innovation Research Conference[29]) or that have streams related to it[30].

However, a key issue identified in relation to this research is that much of it is what participants call 'blue-sky thinking', which is inapplicable (or at least less relevant) to practitioners and policy-makers. This theoretical (often qualitative and case-study based) research is viewed by non-academic stakeholders as less interesting/impactful than applied research. The reasons behind this are complex and heterogeneous (related to research funding, publishing and career progression systems), and these will be explored further in the sections focusing on the institutional and systemic levels later in the discussion. Nevertheless, they do point to a need for more applied (and potentially quantitative) research that can provide more useful data to practitioners and policy-makers. One area that may offer an opportunity for this is in the burgeoning field of social impact measurement (SIM), which could provide one way of encouraging applied research and more collaboration with practitioners. Therefore, funding that specifically supports academics to conduct SIM research would be helpful to the sector, and could help to align values between partners, which is of critical importance (Chung and Yeh Fung, 2017). Research that seeks to identify the antecedents to and consequences of social innovation, and to identify appropriate methods and indicators for measuring it, would also be welcome, and would act as an underpinning precursor to the impact measurement outlined above (Van der Have and Rubalcaba, 2016; Unceta, Castro-Spila and Garcia-Fronti, 2016).

The teaching of social innovation is also an area that has grown since 2013/2014, when previous reports made significant critiques of the curriculum landscape in Hong Kong (Alto and Wong, 2013). At present, 49 live courses on social entrepreneurship or social innovation have been identified, with a further seven due to start in September 2019[31]. However, the majority (66 per cent) of these are/were elective (or non-accredited) undergraduate modules, built into existing degree programmes or summer schools. Three HEIs account for half of these courses, and four HEIs account for 63 per cent[32]. Only one of these programmes (Nurturing Social Minds) is collaborative[33], and the need for greater collaboration and embedded teaching (i.e., with real-life engagement with social innovation) was identified by numerous research participants. However, the breadth and depth of courses related to social innovation and social enterprise across the ten Hong Kong HEIs is impressive, and compares favourably with other higher education ecosystems, such as the UK.

Additionally, some practitioner and foundation-based participants noted that the lack of collaborative programmes puts too much pressure on their time (as they have to give the same guest lecture three times). Arguments were given for joint programmes, to lessen the impact on practitioners through shared guest lectures (even if the course accreditation and delivery is not shared). It can be debated as to whether the solution here is joint programmes, or whether deeper engagement of a wider group of practitioners, along with training and support to develop teaching capacity amongst said practitioners provides a better solution. Whilst the answer may well be more of both, the need for further embedded teaching within programmes was articulated by the interviewees. The global Ashoka U network and their Changemaker Campus programme provides a good example of how embedded teaching can happen within HEIs in relation to social innovation, and how this can be tied into a wider institutional focus on social innovation at a strategic level. Certainly, social innovation solutions cannot be imposed on communities, but the development of networks between HEIs and practitioners (and the wider community) are critical to the successful teaching of social innovation (Elmes et al., 2015). Place-based, experiential learning is a fundamental element of social innovation education, and so network development between academics and practitioners, HEIs and communities, are critical to supporting this (Alden-Rivers et al., 2015).

Knowledge exchange and community engagement are other areas explored in the research, and they provide interesting data for analysis. A total of 24 knowledge exchange projects were identified during the research, with 48 per cent of these being partnerships with NGOs/social enterprises, with funding for these initiatives coming mainly from government, foundations or a respondents' own HEIs (67 per cent). Indeed, very few are funded through External Research Grants (6.1 per cent). In relation to community engagement work by academics, 79 per cent is in the form of board/honorary roles or panel/committee membership, rather than active research-led engagement[34]. There is, therefore, a clear need to incentivise academics to engage in knowledge exchange and community engagement. Better funding streams and more recognition through career/promotion structures are obvious routes to encourage such engagement (this will be explored further in the next two sections).

Lastly, in relation to the personal agency of HEI staff and students, the data also reveals that such agency is a key factor to drive social innovation on campuses, and to ensure the growth of socially innovative businesses off-campus (i.e., through university spin-outs). Whilst there is no doubt that institutional barriers can (and have) stifled social innovation in Hong Kong in recent years (see more about this below), the role that individuals can play as leaders/agents in driving institutional change (including through moral agency) should not be underestimated (Defourny and Nyssens, 2017; Cooney, 2018; Bull and Ridley-Duff, 2018; Dey and Steyaert, 2014). Indeed, the number of those contributing to the research publications and modules identified through this research demonstrates this, with certain individuals appearing repeatedly (just six academics have lead authorship of nearly half of all publications identified). There is, therefore, a need to recognise the importance of key individuals in relation to driving leadership in this area, and to empower them to further expand (and, more importantly, to facilitate others to expand) social innovation activities in Hong Kong's HEIs[35].

5.2 INSTITUTIONAL LEVEL

As noted earlier, there is a lack of research collaboration between HEIs across Hong Kong. Only 28 per cent of the research projects identified can be classified as collaborative, and there is a significant degree of replication across institutions. Collaboration is a key component of social innovation approaches. It is, therefore, important to build an ecosystem that encourages closer working between stakeholders. This is an area that chimes with prior research in Hong Kong, which has identified the lack of and barriers to collaborative research/teaching and the need for greater collaboration between HEIs (Alto and Wong, 2014; Chandra, 2018; NSM, 2019). Indeed, the barriers to collaborative teaching identified by NSM (2019) can equally be applied to research, with a lack of social innovation/social enterprise champions in universities (and top-down support for impact research) being particularly problematic. Furthermore, those outside of universities are keen to see more applied research, although it is accepted that research funding and tenure systems can discourage such work, as was previously identified by Nichols et al. (2013). As most research funding comes from HEIs and research grant funders (53 per cent), and universities strive for publication in high-ranking academic journals, it is easy to see why so much research remains theoretical.

There needs to be more innovative funding streams and recognition from universities about the value of impactful research[36]. These funding streams should recognise and encourage applied research, as well as partnerships with NGOs and corporations. This shift would rely on wider changes to research structures at an institutional level, wherein research impact is rewarded, as is now the case at a systemic level through the RAE 2020[37]. However, more can be done, through HEI funds that focus solely on multi-disciplinary, collaborative, impactful research. In addition, tenure tracks and career progression structures should recognise the value and importance of applied, impactful research – both through the contribution that this research can make to the community, and through the beneficial impact it can have on a university's RAE score. Applied/impactful research should also be a fundamental performance KPI beyond tenure, with university professors encouraged to lead such research funding bids and to conduct such research (and subsequent publication), as well as mentoring early career researchers to do the same. These all relate to the institutional and resource barriers to social innovation identified in prior research (Dhondt, Oeij and Schröder, 2018; Oeij et al., 2019), which are a feature of the Hong Kong higher education ecosystem.

The research also identified the institutional barriers to embedded and collaborative teaching, echoing what Nurturing Social Minds (2019) identified as the boundary issues facing cross-institutional accreditation and the institutional barriers preventing the sharing of resources. One possible way around this, suggested by one participant, is to establish a pan-HEI degree, within which universities deliver their own accredited modules, which, together, lead to the degree being awarded. There are inherent issues here admittedly, such as identifying which HEI will be the degree awarder, which perhaps make this a longer-term aspiration. But it is an idea the sector could consider. In the short- to medium-term, a solution might be found through the engagement of more practitioners, and the training and upskilling of lecturers to teach social innovation. Programmes that fund training for social innovators and practitioners/lecturers to teach social innovation should be developed, and global knowledge exchange on how best to deliver embedded teaching around social innovation in HEIs should be sought. As mentioned earlier, the Ashoka U network provides effective examples of how this can be done, and how institutions can shape their strategic and operational structures to facilitate this. Additionally, institutional training for academics and practitioners on how to teach social innovation, and the introduction to innovative methods such as embedded/place-based learning (Alden-Rivers et al., 2015) and scenario-planning could provide students with the skills they need to engage in social innovation and solve complex problems (Cederquist and Golüke, 2016). Certainly, a greater understanding of what social innovation education is, and how to teach it, can only support the growth of social innovation research and curricula across Hong Kong's universities.

Across the areas of knowledge exchange and community engagement, the overriding feeling of participants is that there is a paucity of collaboration between HEIs and the wider social innovation ecosystem, with competition often stifling co-production, and HEIs and NGOs being too protective over Intellectual Property (IP). The need for global knowledge exchange through international collaboration initiatives with other HEIs and NGOs was also articulated, supporting the view put forward by Chandra (2017) that the import of global ideas characterises the Hong Kong social innovation ecosystem (with positive and negative implications)[38]. Clearly, a balance is required moving forward, but collaborations with international (non-competitor) HEIs may also help. Linking back to the previous discussion around teaching, again the Ashoka U network could be a useful resource to help build these global networks, but other networks of like-minded scholars/practitioners could also be engaged[39].

If universities were to support staff and students to establish social innovative organisations, such as social enterprises (whether as spin-outs or not), and to engage in volunteering and work placements, both as part of degrees and as extra-curricular activity, it would not only drive social innovation in Hong Kong, but would also meet the needs of the more socially aspirational younger generations. It would, therefore, help to overcome what Alto and Wong (2013) identified as the gap in relation to universities meeting their consumers' (i.e., students') demands. Funding pots within HEIs or from external sources (e.g., government) could facilitate the creation of socially innovative organisations and directly lead to impact through research and teaching-led creations. Certainly, a best-practice scenario might be cutting-edge applied research informing embedded teaching, in which students and staff (and possibly other stakeholders) co-design social innovations to help alleviate/solve some of Hong Kong's key social problems. Such institutional structures could facilitate personal agency and social action (Weber, 1978), encouraging the bottom-up creation of solutions to social

problems.

In summary, whilst personal agency is important, the role that institutional norms, policy and funding can have can be equally (if not more) powerful. In relation to the higher education sector, research participants view universities as inherently conservative, with administrative systems that don't favour innovative curricula (i.e., accreditation systems) and bureaucracy that makes decision-making slow. The tenure system and a focus on publishing in high-ranking academic journals also discourages applied research. Therefore, changes that enable HEIs to better embrace best practice, identify social innovation leaders amongst faculty, and reward staff that deliver impactful research and teaching should all be encouraged. Embedding these changes within structures that also encourage community engagement would then give universities a central role in solving social problems.

5.3 SYSTEMIC LEVEL

The wider systemic issues facing the expansion of social innovation research and teaching in the Hong Kong higher education sector have been touched upon in Sections 5.1 and 5.2. Namely, the lack of incentive within current research funding structures for social innovation research, funding streams that aren't always supportive of cross-disciplinary research (especially in the social sciences), and the competition for students that exists between HEIs in what is a fiercely competitive (and geographically small) higher education sector. At a systemic level, changes are needed to enable research funding to recognise impact. Whilst change has already been implemented through the RAE 2020, where 15 per cent of the score is aligned to research impact, post-2020 there could be a greater focus on impact, as has been the case in the UK for the last five years, where REF 2021 allocates 25 per cent of an HEI's score to research impact[40]. Such an increase would be a systemic driver for higher interest amongst HEIs in impactful research, and would, therefore, drive growth in applied research that engages more deeply with policy and practice (as is the experience in the UK over the last five years)[41].

The Hong Kong government's commitment to double its R&D budget over the coming years can also benefit applied research. Certainly, it was argued by participants that government funding is key, as it can shape socially innovative behaviour, particularly if such R&D funding includes streams focusing on social innovation. Participants also noted that smaller, more innovative NGOs are (often) reliant on state income, and so funds that encourage knowledge exchange between HEIs and NGOs (as well as with corporations) could help to increase and scale innovations. Furthermore, the growth of the intermediary market (supported by the SIE Fund) may also be important here, as it can encourage greater pluralism, which can lead to increased social innovation (Hazenberg et al., 2016). Increased funding in these areas would naturally encourage deeper university engagement.

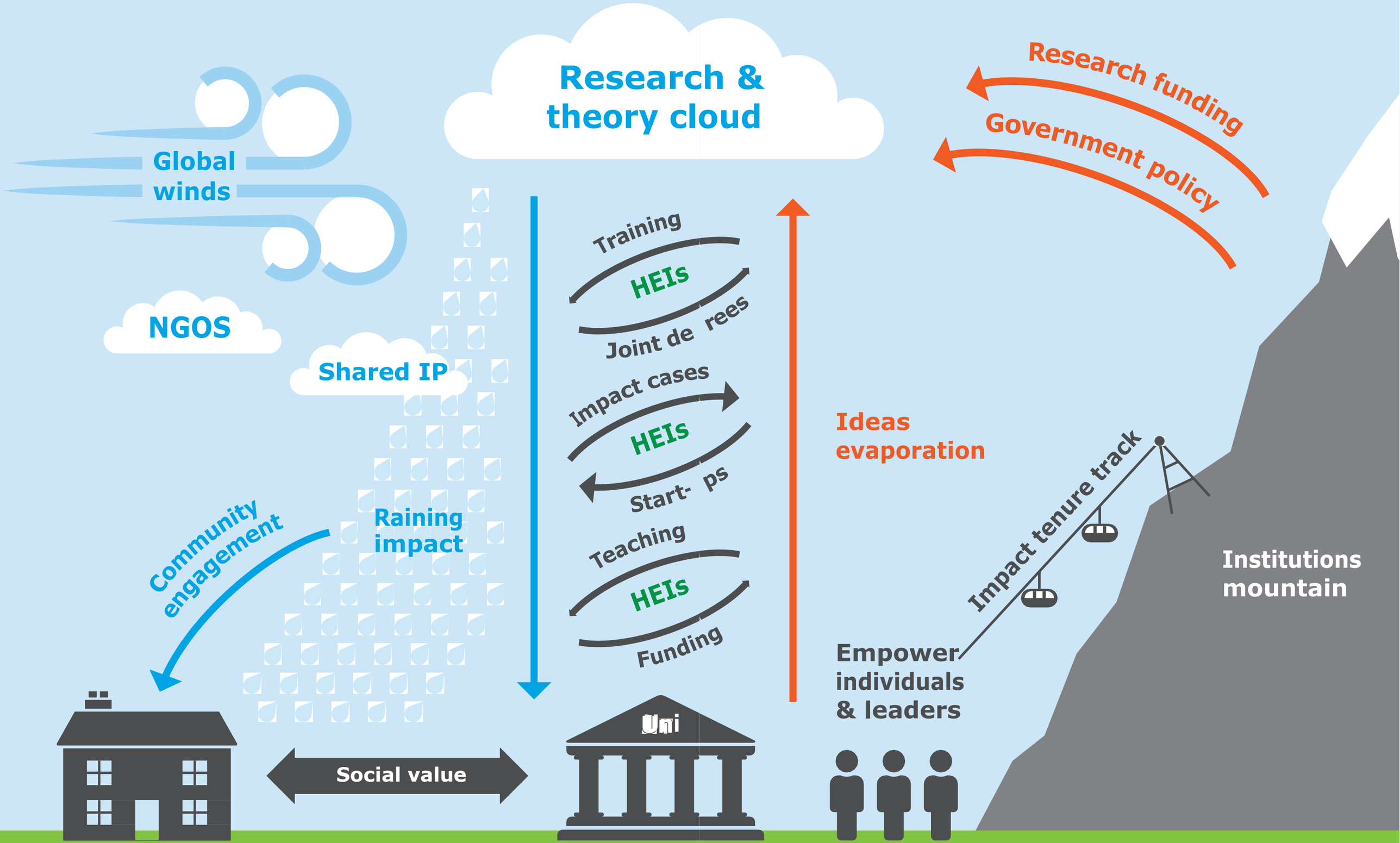
Research participants identified the key social problems in Hong Kong that could be addressed through research-led social innovation as social inequality, an elderly/ageing population and housing (accounting for 55.8 per cent of the social problems identified). Health was identified as a key determinant of all other issues and, therefore, it requires a collaborative, multi-agency approach. Given that most countries around the world are facing similar problems, and that it has long been acknowledged that solutions to such deeply embedded problems require multi-agency/collaborative approaches, government and other key funders should encourage multi-sector, collaborative research to identify, test and implement socially innovative solutions. This includes inter-disciplinary research, but also co-creation and community-led social innovations. As was noted by many research participants, the co-opting of social innovation by the elites in Hong Kong has advantages and disadvantages. In terms of advantages, it allows for the recognition of social innovation by those with resources (financial and otherwise), but it also means that community-led and co-created solutions to problems may be more difficult. Programmes such as the SIE Fund, which aim to develop an intermediary market that can facilitate partnerships between different stakeholders around social innovation, should be welcomed, but a clearer understanding of how universities can be truly embedded within this, and their financial and intellectual resources brought to bear, require further thought.

Lastly, from a wider systemic perspective, there remains definitional myopia around the concept of social innovation, which creates issues when it comes to encouraging social innovation within universities. The lack of clarity makes it difficult for senior managers and strategic leaders to understand what it is they are trying to implement. Ho and Chan (2010) highlighted the need for a more supportive policy and regulatory environment in Hong Kong nearly ten years ago, whilst Alto and Wong (2014) have previously identified the impact that hybrid legal structures could have on impact investment and scale in the wider social innovation ecosystem. Interview participants argued for definitional clarity, believing that a centralised vision of what social innovation constitutes might facilitate better understanding and growth of social innovation in Hong Kong's universities.

5.4 A HIGHER EDUCATION SOCIAL INNOVATION ECOSYSTEM FOR HONG KONG

The research findings and discussion outlined above have been used to create a map of the social innovation ecosystem within Hong Kong's higher education sector, including key relationships between stakeholders (see Figure 5.1). The map has been designed to represent a weather ecosystem, to help show the linkages and flows of different types of capital between different elements of the ecosystem. This analysis focuses on the four capital clusters identified by Mair et al. (2012) as being critical to the emergence of social entrepreneurship globally: political capital, human capital, economic capital and social capital. The map traces the flow of these different types of capital between different stakeholders within the ecosystem and shows how they are transformed at different stages into social value. In addition, the model also builds upon the work by Mair et al. (2012), by identifying the role that HEIs play in supporting social innovation through the creation of intellectual capital and how this flows out into the ecosystem.

Figure 5.1 – Higher education social innovation ecosystem



The pluralistic social innovation ecosystem for Hong Kong outlined above shows the interdependencies and relationship between the key stakeholders in the social innovation ecosystem. By placing HEIs at the centre of the ecosystem map, we demonstrate their central importance as knowledge creators in driving the emergence, development and growth of social innovations. Indeed, HEIs have access to a significant amount of economic capital, that they can use to fund research, the development of new teaching modules/courses, and even the creation of social innovation start-ups. Universities also have access to significant human capital through their staff and students, which can be used (given the right institutional environment) to empower social innovation leaders or to develop the social innovation leaders of tomorrow. This can be achieved academically by focusing on tenure tracks, but also through innovative approaches to educating students across the curriculum (not just Business students). An HEI's social capital can also be used to create social value within the community and to increase awareness of social innovation through their social networks (e.g., alumni). The higher education sector can also utilise its political capital with government (through evidence-based policy advocacy) and businesses (through training and corporate engagement). This advocacy can change the flow of key resources in the ecosystem, such as funding (financial capital) and policy innovations (political capital).

However, underpinning all these four types of capital is a university's key resource: intellectual capital. Intellectual capital, created through original research and leveraged through global research and partnerships, as well as the innovative ideas of staff and students, can be used to generate political, human, economic and social capital, leading to new social innovations, social value and community engagement (as represented by the 'rain' in Figure 5.1.). Table 5.1 also outlines how HEIs can utilise these different types of capital[42].

Table 5.1 - HEIs, capital clusters and social innovation

Capital Cluster	Research	Teaching	Policy advocacy	Community engagement	Corporate engagement	Global partners
Intellectual	check	check	check	check	check	check
Political	check		check			
Human		check		check		
Economic	check		check		check	check
Social		check		check		check

5.5 RECOMMENDATIONS

The following eight recommendations are put forward to contribute to the development of the higher education social innovation ecosystem in Hong Kong. They are based on the research data presented in this report, the review of existing literature and the discussion above. These recommendations recognise the existing breadth of excellence that is already in place across research, teaching and community engagement in the Hong Kong higher education sector, and they seek to offer insights as to how this excellence can be built upon.

1. **Definitional clarity around social innovation (systemic):** the Hong Kong government (through the SIE Fund) and academic funding bodies (notably the UGC) should take centralised strategic action to raise awareness of social innovation amongst key stakeholders and the public. Also, a common practical definition of social should be agreed amongst key stakeholders.

2. **Knowledge sharing (systemic):** Knowledge Transfer Offices should encourage HEIs to share IP with the wider ecosystem and tie the creation of IP to the RAE (as recognised impact). The UGC and international NGOs (e.g., British Council) should encourage cross-sector collaboration and partnerships in research and teaching, through the creation of applied impact funds and international knowledge exchange programmes.

3. **Research funding (systemic/institutional):** funding streams that encourage multi-disciplinary, pan-institutional, applied research should be established. This could be aligned to the new focus on impact in the RAE, to assist universities to develop research that can have tangible pathways for impact. This funding should come from government (e.g., the UGC) and internally from universities themselves, and the UGC and Policy Innovation Coordination Office should include streams for social innovation/social entrepreneurship as recognised fields in their grant application forms (General Research Fund, Early Career Scheme and Public Policy Research).

4. **Impact-led tenure track (institutional):** current academic tenure tracks[43] appear to limit the willingness to engage in applied/impactful research. Universities should make changes to tenure criteria to acknowledge the value of applied, impactful research. This would also align with the new focus of the RAE. Academic staff performance indicators (where relevant) that are related to applied/impactful research (even for those academics with tenure) should also be introduced to encourage engagement with applied social innovation research.

5. **Embedded curriculum and training (institutional):** four main sub-recommendations:

   a. HEIs should collaborate with each other on degree programmes in relation to teaching (e.g., shared guest lectures) and possibly full joint degree programmes where possible. They should also look to make changes to university accreditation procedures that make the latter possible.

   b. Universities should ensure that social innovation courses have embedded teaching and learning (guest lecturers, student placements, competitions), so that learners can engage in applied learning.

   c. There is also space in the market for certificated training courses delivered between HEIs, or in partnership with NGOs and social enterprises, both within and outside of Hong Kong. Pathfinder courses focused specifically on social innovation (i.e., whole degree programmes) should also be developed, to build on the existing courses already in existence at PolyU and HKCT.

   d. Both the government and HEIs should ensure that sufficient training and support is in place to develop the capacity and skills of lecturers and practitioners in relation to embedded, practice-led teaching.

6. **Social innovation funding (institutional):** HEI funds should be created to support staff/student social start-ups and spin-outs[44]. Where these new businesses emerge from research and teaching, universities should ensure that this is recognised and valued in tenure tracks and the RAE. There should also be recognition that some organisational start-ups will not be social businesses, but could still deliver significant impact.

7. **Empower individuals (institutional/practice):** HEIs should recognise key individuals leading on social innovation research and teaching within the Hong Kong higher education sector, and support them to further develop research, teaching and knowledge exchange activities. They should also enable them to empower others to do the same, and promote their roles as 'changemakers' within their institutions.

8. **Facilitate community engagement (practice):** HEIs should facilitate community engagement and co-production in social innovation research, in order to develop innovative solutions to existing social problems that communities actually need. This would allow university resources to be brought to bear in developing, testing and implementing new social innovations that deliver social impact in communities.

5.6 FURTHER RESEARCH OPPORTUNITIES

This research provides a starting point for mapping the ecosystem in Hong Kong, and provides the baseline data from which future progress in relation to social innovation research, teaching and community engagement can be mapped. Nevertheless, further work is required to continue to develop our understanding of the

social innovation ecosystem in the Hong Kong higher education sector. Here are four possible future areas of research:

1. **Research impact:** the impact delivered by social-innovation-related research in Hong Kong still remains unclear, and the research data presented in this report suggests, anecdotally, that it may not be high, with a need for more impactful research moving forwards. The introduction of research impact into the RAE 2020 framework can help to demonstrate impact more clearly. Therefore, future research that seeks to ascertain the impact of research projects/publications both qualitatively through interviews with academics, but also quantitatively through the analysis of RAE submissions, can help to identify what real-world impact HEI research is having in relation to social innovation.

2. **Teaching:** whilst this report has mapped out the social innovation teaching that currently exists in Hong Kong, what the research does not show is what students think about the quality of the teaching in these courses, their relevance to the subject matter and careers, as well as the impact they deliver. Future research should seek to explore student perceptions of social-innovation-related courses through a large-scale survey.

3. **Training:** where training does exist (current or future) for social innovation practitioners and those teaching social innovation, research should be undertaken that seeks to understand the efficacy of this training and the impact that it has on the quality of training/teaching delivered (related to the student survey above).

4. **Global benchmarking:** whilst this report has sought to make comparisons between Hong Kong and the rest of the world (notably the UK), a comprehensive mapping of social innovation research and teaching globally was outside the remit of this project. Future research should identify comparable higher education ecosystems in other countries, and then comprehensively map the research and teaching that exists. This is important, as it will provide context in relation to Hong Kong's global position, and will highlight areas where Hong Kong is a global leader and where it may need additional capacity.

REFERENCES

1. Alden Rivers, B., Armellini, A., Maxwell, R., Allen, S., & Durkin, C. (2015). Social innovation education: Towards a framework for learning design. Higher Education, Skills and Work-Based Learning, 5(4), 383-400.

2. Alto, P. & Wong, P.M., (2013), Mind the Gap: Lessons and Findings from EngageHK, Hong Kong: Asia Community Ventures, August 2013.

3. Alto, P. & Wong, P.M., (2014), Adopting the London Principles: Policy Considerations to Grow Impact Investing in Hong Kong, Impact Investing Policy Collaborative, July 2014.

4. Bull, M., & Ridley-Duff, R. (2018). Towards an Appreciation of Ethics in Social Enterprise Business Models. Journal of Business Ethics, 1-16.

5. Caroli, M., Fracassi, E., Maiolini, R., & Carnini Pulino, S. (2018). Exploring Social Innovation Components and Attributes: A Taxonomy Proposal. Journal of Social Entrepreneurship, 9(2), 94-109.

6. Castro-Spila, J. (2018). Social Innovation Excubator. Higher Education, Skills and Work-Based Learning, 8(1), 94-107.

7. Castro-Spila, J. and Unceta, A., (2014), "The relational university: social innovation and entrepreneurial skills in creative industries", in Schramme, A., Kooyman, R. and Hagoort, G., (Eds), Dynamics Between the Creative Industries, Knowledge Institutions and the Urban Context, Eburon Academic Press, Delft, pp. 192-201.

8. Cederquist, A., & Golüke, U., (2016), Teaching with scenarios: A social innovation to foster learning and social change in times of great uncertainty, European Journal of Futures Research, 4(1), 1-8.

9. Chan, C.H., Chui, C.H-K., Chan, K.S.T. & Yip, P.S.F., (2019), The role of the social innovation and entrepreneurship development fund in fostering social entrepreneurship in Hong Kong: A study on public policy innovation, Social Policy & Administration, available online at https://onlinelibrary.wiley.com/doi/full/10.1111/spol.12524

10. Chandra, Y. (2017). Social entrepreneurship as emancipatory work. Journal of Business Venturing, 32(6), 657-667.

11. Chandra, Y., (2018), New narratives of development work? Making sense of social entrepreneurs' development narratives across time and economies. World Development, 107: 306-326.

12. Chung, K. & Yeh Fung, Y., (2017), Partnering for Impact, Stanford Social Innovation Review, 16 February 2017, available online at https://ssir.org/articles/entry/partnering_for_impact#

13. Clifford, J., Hehenberger, L., & Fantini, M., (2014), Proposed Approaches to Social Impact Measurement in European Commission legislation and in practice relating to: EuSEFs and the EaSI, European Commission Report 140605 (June 2014), available online at https://ec.europa.eu/docsroom/documents/12966/attachments/5/translations/en/renditions/pdf

14. EaSI, European Commission Report 140605 (June 2014), available online at http://ec.europa.eu/internal_market/social_business/docs/expert-group/social_impact/140605-sub-group-report_en.pdf

15. Cooney, K., (2018), Social enterprise research and the question of system change, Conference paper presented at the Social Enterprise Summit Academic Forum 22nd-26th November 2018, Hong Kong.

16. Dhondt, S., Oeij, P. & Schröder, A., (2018), 'Resources, constraints and capabilities'. In Howaldt, J., Kaletka, C., Schröder, A. & Zirngiebl, M. (Eds.), Atlas of social innovation – New practices for a better future, pp. 74-77, Dortmund: Sozialforschungsstelle, https://www.socialinnovationatlas.net/fileadmin/PDF/einzeln/01_SI-Landscape_Global_Trends/01_16_Resources-Constraints-and-Capabilitis_Dhondt-Oeij-Schroeder.pdf

17. Dart, R., Clow, E. & Armstrong, A., (2010), Meaningful difficulties in the mapping of social enterprises, Social Enterprise Journal, 6(3), 186-193.

18. Defourny, J., & Nyssens, M. (2017). Fundamentals for an International Typology of Social Enterprise Models. VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations, 28(6), 2469-2497.

19. Dey, P. & Steyaert, C., (2014), Rethinking the space of ethics in social entrepreneurship: Power, subjectivity and practices of

freedom, Journal of Business Ethics, 133, 627-641.

20. Domanski, D., Anderson, M. & Janz, S. (2019), Bridging the gap between academia and practice: Social innovation through knowledge exchange, Conference paper presented at the 11th ISIRC Conference in Glasgow 2-4 September 2019.

21. Elmes, M.B., Jiusto, S., Whiteman, G., Hersh, G. & Guthey, G., (2012), Teaching social entrepreneurship and innovation from the perspective of place and place making, Academy of Management Learning & Education: AMLE, 11(4), 533-554.

22. Felix, C., Franconeri, S., & Bertini, E. (2018). Taking Word Clouds Apart: An Empirical Investigation of the Design Space for Keyword Summaries. IEEE Transactions on Visualization and Computer Graphics, 24(1), 657-666.

23. Gibbons, M., (2000), "Mode 2 society and the emergence of context-sensitive science", Science and Public Policy, Vol. 27 no. 3, pp. 159-163.

24. Glaser, B.G. & Strauss, A.L., (1967), The Discovery of Grounded Theory: Strategies for Qualitative Research, Weidenfeld & Nicholson, London.

25. Halvorsen, C., Traube, D., & Rice, E. (2017). Bridging Social Innovation and Social Work: Balancing Science, Values, and Speed. Research on Social Work Practice, 27(2), 129-130.

26. Hart, A. & Northmore, S. (2012). Auditing and evaluating university-community engagement: Lessons from a UK case study. Higher Education Quarterly, 65(1), 34-58.

27. Hazenberg, R., Bajwa-Patel, M., Mazzei, M., Roy, M., & Baglioni, S. (2016). The role of institutional and stakeholder networks in shaping social enterprise ecosystems in Europe. Social Enterprise Journal, 12(3), 302-321.

28. Heiskala, R., (2007), 'Social innovations: structural and power perspectives'. In [Hamalainen, T.J. & Heiskala, R. (Eds.), Social Innovations, Institutional Change and Economic Performance, Edward Elgar, Cheltenham, 52–79].

29. Ho, A. P., & Chan, K., (2010), The social impact of work-integration social enterprise in Hong Kong, International Social Work, 53(1), 33–45. https://doi.org/10.1177/0020872809348950

30. Howaldt, J., and M. Schwarz. 2010. "Social Innovation: Concepts, Research Fields and International Trends." Research Rapport.

31. Kistruck, G., & Beamish, P. (2010). The Interplay of Form, Structure, and Embeddedness in Social Intrapreneurship. Entrepreneurship Theory and Practice, 34(4), 735-761.

32. Lee, J., (2019), The Ecosystem of Social Innovation in Hong Kong, DPA Class Lecture, 16 February 2019.

33. Lincoln, Y.S. & Guba, E.G., (1985), Naturalistic Enquiry, Sage Publications, CA U.S.A.

34. Mair, J., Battilana, J. & Cardenas, J., (2012), Organising for Society: A Typology of Socially Entrepreneuring Models, Journal of Business Ethics, 111, 353-373.

35. Maykut, P.S. & Morehouse, R., (1994), Beginning Qualitative Research: A philosophic and practical guide, Falmer Press, London and Washington D.C.

36. McLeod, J. (1994), Doing Counselling Research, London: Sage.

37. Nichols, N., Phipps, D., Provençal, J., & Hewitt, A. (2013). Knowledge Mobilization, Collaboration, and Social Innovation: Leveraging Investments in Higher Education. Canadian Journal of Nonprofit and Social Economy Research, 4(1), 25-42.

38. Nicholls, A., (2009), We Do Good Things Don't We? Blended Value Accounting in Social Entrepreneurship, Accounting, Organizations and Society, 34(6-7), 755-769.

39. Nicholls, J., (2007), Why measuring and communicating social value can help social enterprise become more competitive, Cabinet Office – Office of the Third Sector, November 2007, available online at https://www.socialtraders.com.au/wp-content/uploads/2016/05/Why-Measuring-and-Communicating-Social-Value-Can-Help-Social-Enterprise-Become-More-Competitive.pdf

40. Nurturing Social Minds, (2019), Final Report for SIE Fund on Central Hub for Social Innovation & Social Entrepreneurship Education.

41. Oeij, Van Der Torre, Vaas, & Dhondt. (2019). Understanding social innovation as an innovation process: Applying the innovation journey model. Journal of Business Research, 101, 243-254.

42. Oxfam, (2018), Hong Kong Inequality Report, Oxfam World Without Poverty Report, October 2018, available online at https://www.oxfam.org.hk/tc/f/news_and_publication/16372/Oxfam_inequality%20report_Eng_FINAL_3Oct.pdf

43. Parkinson, C. & Howorth, C., (2008), The language of social entrepreneurs, Entrepreneurship and Regional Development, 20(3), 285-309

44. Patton, A., (2018), Hong Kong: Why even wealthy societies need social entrepreneurs, Pioneers Post, 10 January 2018, available online at https://www.pioneerspost.com/news-views/20180110/hong-kong-why-even-wealthy-societies-need-social-entrepreneurs

45. Schröder, A., (2012), Universities as Regional Centres for Lifelong Learning and Innovation, EIRP Proceedings, 7(1), 844-850.

46. Sinclair, S., Mazzei, M., Baglioni, S., & Roy, M. J., (2018), Social innovation, social enterprise, and local public services: Undertaking transformation? Social Policy and Administration, 52(7), 1317–1331.

47. Tracey, P., (2012), Introduction: Digital Resources and Textbooks for Teaching Social Entrepreneurship and Innovation, Academy of Management Learning & Education, 11(3), 511.

48. Unceta, Castro-Spila, & García Fronti. (2016). Social innovation indicators. Innovation: The European Journal of Social Science Research, 29(2), 192-204.

49. Van der Have R.P. & Rubalcaba, L. (2016), Social innovation research: An emerging area of innovation studies? Research Policy, 45, 1923–1935.

50. Weber, M., (1978), Economy and society: An outline of interpretative sociology, California University Press.

51. Wong, M., (2018), Why the wealth gap? Hong Kong's disparity between rich and poor is greatest in 45 years, so what can be done?, South China Morning Post Article, 18 September 2018, available online at https://www.scmp.com/news/hong-kong/society/article/2165872/why-wealth-gap-hong-kongs-disparity-between-rich-and-poor

52. Zahra, S.A., Gedajlovicb, E., Neubaumc, D.O. & Shulmand, J.M., (2009), A typology of social entrepreneurs: motives, search processes and ethical challenges, Journal of Business Venturing, 24(5), 519-532.

POSTSCRIPT

ALEX NICHOLLS

Over the past two decades, there has been an increasing level of interest in how social and environmental change can best be achieved. This has, at least in part, been a result of a growing recognition that the existing institutions of the market, the public sector and the non-market were ill-suited to address a new set of global, so-called 'wicked', problems (Rittel and Webber, 1973) effectively. Such problems include climate degradation, endemic inequality (and all its attendant effects on health, education and social cohesion, as highlighted by Wilkinson and Pickett (2009)), the collapse of liberal democracy and the consequent rise of both extremist politics and an insulated elite separated from the conventions and norms of a social contract. These issues have manifested themselves at multiple levels of social action, from the macro-institutional structures of politics and power, to the mezzo-level of organisations and markets, and the micro-level of individual lived experience.

At the same time, digital technologies have transformed access to information, the nature of social interactions, and, even, the contours of market transactions. These innovations were largely led by 'hero' entrepreneurs in Silicon Valley, who subsequently became a group of 'youth' billionaires unprecedented in business history. The consequence of these two phenomena was the rise of 'social entrepreneurship' (Nicholls, 2006). This new construct suggested that the 'hero' entrepreneur model found in modern businesses could be translated to address social and environmental challenges with the same focus on innovation and scale typical of commercial start-ups. It was proposed that such a 'hybrid' approach (Pache and Santos, 2013) could span across the traditional institutional boundaries of the market, public and non-market sectors to more effectively address 'wicked' problems. It was, perhaps, no coincidence that some of the leading advocates of such an approach were, themselves, the new 'hero' entrepreneurs of the digital economy, such as Jeff Skoll, Bill Gates and Pierre Omidyar, each of whom focused on growing and nurturing a new cadre of social entrepreneurs (Nicholls, 2010).

However, despite some powerful examples of the impact of social entrepreneurship models going to scale (notably micro-finance), it became increasingly evident that the micro-level focus on supporting the social entrepreneur, and mezzo-level focus on helping her scale her organisation/innovation, could not, alone, deliver significant social or environmental change. A consequence of this was a shift in focus, from the entrepreneur and her organisation/innovation, toward a new approach to understanding the systems that drove 'wicked' problems at the macro-level, as a diagnostic toward identifying key points of leverage where action could best alter such structures. This shift reified itself in a recasting of the discourse around social change, from social entrepreneurship to social innovation (Nicholls and Murdock, 2011; Van der Have and Rubalcaba 2016).

However, such a recasting required more than a simple semantic change. It also required a quite different approach to diagnosing the nature of effective social change action based upon a systems analysis that understood institutional factors as central to the creation and maintenance of negative social and environmental value. A key part of this was a recognition of the inherently political nature of systems change, in the sense that both the maintenance and disruption of (failing) systems was, ultimately, an exercise in allocating and enacting power (Heiskala, 2007). Such a realisation was in stark contrast to the almost religious belief in the power of socially 'disembedded' hybrid markets that characterised the first phase of social entrepreneurship. This conscious de-politicisation of social change may also reflect the interests of the early pioneers, for whom existing institutional structures had been so profitable. The hand-wringing concerns of elite institutions – such as the World Economic Forum – over global inequality have a similar patina of irony.

Nevertheless, the systems change approach encapsulated in social innovation has proved to be a powerful model. Driving these enhanced impacts has been a set of approaches to systems analysis that reveals the structures of power and politics that frame key issues and how they interact with each other across organisations and institutions. Theory provides us with a range of approaches to systems analysis, notably in Complexity Theory. Elsewhere, drawing upon the economic sociology of Beckert (2009), one promising framework that has been developed in this context is the Social Grid Model (Nicholls and Ziegler, 2019). This macro-level, heuristic model suggests a dynamic set of relationships between three factors: institutions, social networks and cognitive frames. In this model, 'institutions' represent the organising rules and discourses that inhibit or empower action. 'Cognitive frames' articulate the mechanisms by which society makes sense of institutional material and gives or removes the legitimacy to orient action. Finally, 'social networks' are the coalitions of individuals and groups that enact and/or challenge the norms of institutions and their cognitive framing.

Crucially, the action and effects of the Social Grid are dynamic – each element interacts with the others in constant patterns of stability or change. When the Social Grid is overlaid on a systems problem, it allows an analysis of the macro-level drivers of the issue to be revealed, as well as, simultaneously, suggesting how interventions in one or all elements of the Social Grid can destabilise the status quo to bring about systems change.[45] In terms of action for change, the role of social networks is central here. Coalescing groups around a social innovation agenda offers the prospect of disrupting extant cognitive frames to, in turn, alter or challenge the institutional norms that perpetuate a system. Important historical examples can be observed in the construction of social movements (such as the civil rights movement in the US or the suffragettes in the UK) or new representative bodies that rearticulate power (such as co-operatives or trade unions). More recently, digital technologies have facilitated the creation of 'virtual' social networks that can span many countries and operate in real time to mobilise for systems change (such as #MeToo or the Extinction Rebellion).

In this context, the role of education, as a neutral space that codifies and transmits knowledge, is significant. At its most effective, education builds discursive communities that can analyse systems and offer alternative readings of established ways of thinking and doing as social innovation. In this sense, they may fulfil the largely unfulfilled claims made for 'hero' social entrepreneurs described above, by socialising systems change beyond the individual or organisation within the dynamics of the Social Grid. Moreover, higher education can be a particularly potent driver of systems change through research and teaching across social networks.

Given this, the BRICKS project's focus on the landscape of social innovation in Hong Kong's higher education sector is an important contribution to furthering our understanding of how to actualise and enact a particular social innovation system specifically addressing poverty. To this end, the stated objectives are:

To build capacity and community amongst leaders from academia around the role that social innovation theory and practice can play in poverty relief and related social issues

The four levels of analysis set out in the project – research, teaching, knowledge exchange and transfer, and community engagement – can be seen as the building blocks of a new social network for social innovation in the Becketian sense. The research articulates this as an 'ecosystem' that can create new social value. Research provides the legitimating foundations that underpin the translation processes of knowledge exchange across concentric circles of social networks, starting with students then moving outwards to the wider community. Moreover, the qualitative data analysis set out in the project reveals how power and institutions relate to personal agency. The discussion and conclusions further articulate how institutional material at the Social Grid level relate both to micro-level practice and macro-level systems norms, articulated as:

- **Systemic level:** cultural norms, traditions and incentive structures that mediate inter-HEI collaboration.
- **Institutional level:** behaviours and attitudes of faculty and staff at HEIs to collaboration.
- **Practice-level:** frontline knowledge of how to collaborate in the delivery of social innovation initiatives.

The BRICKS research makes some important empirical contributions, too. Despite the proliferation of academic research and teaching on social innovation globally, the landscape of such work in Hong Kong is limited. This is, at least in part, due to institutional barriers around funding, intellectual capital, and human resources norms for this relatively new area of research. Moreover, examples of social network building – evidenced by research collaborations across the Hong Kong universities and engagement/knowledge transfer with practice – is relatively limited. The research notes that:

'There remains a paucity of collaboration between HEIs and the wider social innovation ecosystem, with competition often stifling co-production and both HEIs and NGOs being too protective over IP.'

This suggests a further institutional barrier around resource limitations.

Finally, the BRICKS research offers a range of practical recommendations based upon its empirical and theoretical insights. Drawing upon the theory of multiple capitals, the report concludes that academic communities can be built as social networks for social innovation in Hong Kong by an enhanced allocation of resources from government, as well as greater leadership from key actors across the

ecosystem. Social innovation as systems change demands both a diagnosis of existing ecosystem dynamics – as suggested, for example, by the Social Grid – and a prognosis of how best to realign current institutional material via the mobilisation of social networks to reconfigure cognitive frames legitimating social action. However, as this research notes in its conclusions, this will also require greater attention to impact management and measurement of social innovation – though this is a matter beyond the purview of the specific project (although, Nicholls (2009) provides some insights into this).

In conclusion, the BRICKS project explores how the universities in Hong Kong are currently acting as systems change actors from this point of view, and offers valuable recommendations for how to move forward. Today, there is an opportunity for universities to act as a key catalytic player in developing social innovation as a trusted social network builder. They occupy an historically unique position in society as neutral spaces for discussion, analysis and new thinking. The BRICKS project has set an agenda for Hong Kong in this regard. However, the implications of this research stretch further beyond this narrow geography.

REFERENCES

1. Beckert, J. (2009), 'The social order of markets', Theory and society 38.3, pp. 245-269

2. Heiskala, R., (2007), 'Social innovations: structural and power perspectives', in Hamalainen, T.J. & Heiskala, R. (Eds.), Social Innovations, Institutional Change and Economic Performance, Edward Elgar, Cheltenham, pp. 52–79

3. Nicholls, A., (2009), 'We do good things, don't we? Blended value accounting in social entrepreneurship', Accounting, Organizations and Society, 34(6-7), pp. 755-769

4. Nicholls, A. (2010), 'The Legitimacy of Social Entrepreneurship: Reflexive Isomorphism in a Pre-Paradigmatic Field', Entrepreneurship Theory and Practice, 34.4, pp. 611-633

5. Nicholls, A. (ed) (2006), Social Entrepreneurship: New Models of Sustainable Social Change, Oxford University Press

6. Nicholls, A., and Murdock, A. (eds) (2011), Social Innovation: Blurring Boundaries to Reconfigure Markets, Palgrave MacMillan

7. Nicholls and Ziegler (2019), Creating Economic Space for Social Innovation, Oxford University Press

8. Pache, A-C., and Santos, F. (2013), 'Inside the hybrid organization: Selective coupling as a response to competing institutional logics', Academy of Management Journal 56.4, pp. 972-1001

9. Rittel, H. and Webber, M. (1973), 'Dilemmas in a general theory of planning' Policy Sciences, 4.2, pp. 155-169

10. Van der Have R.P. & Rubalcaba, L. (2016), 'Social innovation research: An emerging area of innovation studies?', Research Policy, 45, 1923–1935

1 It is not the intention of this report to engage in definitional debates around these concepts, but readers interested in finding out more can see Parkinson and Howorth, (2008); Dart et al. (2010); Nicholls (2007); Zahra et al. (2009); Kistruck and Beamish (2010).

2 The Heiskala (2007) definition is one of the more recognised and oft-cited definitions of social innovation (145 citations according to Google Scholar). Furthermore, as this definition focuses on structures and empowerment, it aligns well with the focus of this research.

3 For an in-depth exploration of social impact measurement, see the European Commission's GECES Report (Clifford et al., 2014) at https://publications.europa.eu/en/publication-detail/-/publication/0c0b5d38-4ac8-43d1-a7af-32f7b6fcf1cc, and the work of the Impact Management Project at https://impactmanagementproject.com/

4 It should be noted that the use here of the terms 'nascent' and 'emergent' only relate to contemporary scholarship and understanding of social innovation in Hong Kong. It is recognised that, in reality, social innovation (as elsewhere in the world) will have been occurring for centuries.

5 https://www.sie.gov.hk/en/intermediaries/programme.page

6 Again, as discussed earlier, this is a problem around the world. However, this gives Hong Kong an innovation opportunity where it could take an international lead to do something that hasn't really been done before in HE.

7 67% per cent are male; 26 per cent are female; seven per cent did not state.

8 Three of the five non-academic respondents hold Associate positions within an HEI.

9 47 projects were disclosed in the survey, but two of these were duplicates, resulting in 45 projects overall.

10 One of these collaborative projects was with a UK HEI, meaning that only 24 per cent of research projects involved cross-HEI collaboration within Hong Kong.

11 Y-axis represents the number of social-innovation-focused research projects in a given year.

12 Government funding here relates to finance that is not part of an HEI's own funding pots, or traditional research grant funding streams, even though both of these could be classed as government money in origin.

13 Online citations online could only be identified for 50 publications, and these are listed in Appendix E. Five citations for media publications could not be identified online. Citations were identified through both the survey data and an online search for publications using academic search databases (UK and Hong Kong). This search included the use of the keywords 'social innovation', 'social enterprise' and 'social entrepreneurship' combined with the term 'Hong Kong', and also involved the searching of university libraries in Hong Kong.

14 Delivered through the Hong Kong Social Enterprise Incubation Centre.

15 Ten of these courses focused on both social innovation and social entrepreneurship.

16 These courses are BA (Hons) in Social Innovation (Hong Kong College of Technology) and BA (Hons) in Social Policy and Social Entrepreneurship (PolyU). This compares with a total of one Foundation Degree, one CertHE, two undergraduate degrees and seven Master's degrees in the UK with social innovation/social entrepreneurship/social enterprise in their titles. See Appendix F for a full list of these UK courses.

17 Where student numbers were not known for a course, these were omitted from this analysis. As different HEIs have differing faculty names, these were merged where appropriate. For instance, HKU has a Faculty for Health and Social Sciences, whilst City University has a Faculty of Arts and Social Sciences, and so these were combined into one overall Faculty area of Arts, Health and Social Sciences. A total of 1,876 students were identified as being engaged in social-innovation-related courses.

18 While 41 community engagement activities were provided, three of these were removed from the dataset, as they related to membership of academic journal editorial boards, which was not considered as community engagement for the purposes of this research.

19 It should be noted that with 49 of the 52 respondents being from HEIs, the skew towards seeing universities as the lead organisational type in developing solutions to the aforementioned social problems is perhaps inevitable (albeit they do have an important place in solving these issues). Therefore, caution is advised when interpreting this data.

20 Eight courses/modules were historical and no longer running.

21 There are limitations to this data, notably the specific (and deliberate) focus on HEIs, and the (in statistical terms) low sample-size (n=52). This inevitably limits the tests that can be conducted and the potential reliability of the data. Nevertheless, this should also be viewed within the context that 52 responses represent a strong sample of those HEI staff actively involved in social innovation/social enterprise work, and the findings reported here, therefore, provide strong indications of social innovation trends in the Hong Kong higher education ecosystem.

22 Defined here as an ecosystem in which low power-distance exists, within which there are equal distributions of power and rejections of hierarchy (Puumalainen et al., 2015).

23 One x 4* REF Impact Study can be worth as much as £100,000 ($1m HKD) to a UK HEI, and impact maps are now being created for the HE sector (see https://re.ukri.org/research/ref-impact/).

24 See https://ashokau.org/

25 Of the 50 identified research outputs. These were identified through the survey, as well as through academic databases and university libraries.

26 The data shows a positive correlation coefficient of $R^2 = 0.30$.

27 The data shows a positive correlation coefficient of $R^2 = 0.61$.

28 A global list of the most prominent research centres in universities that focus on social innovation is provided in Appendix J.

29 http://www.isircconference2019.com/

30 These conferences include the International Society for Third-Sector Research (https://www.istr.org/), the International Research Society for Public Management (https://www.irspm.net/) and the EMES International Research Network (https://emes.net/).

31 Eight courses/modules were historical and are no longer running.

32 The University of Hong Kong, HKUST, Hong Kong PolyU and HKBU accounted for 40 of the 64 identified modules.

33 It should be noted that this relates to collaboration between HEIs on courses/modules. The knowledge exchange and community engagement data demonstrates that there is a breadth of collaboration between HEIs and NGOs/social innovators outside of higher education.

34 Advisory roles accounted for only 11 per cent of academic engagement.

35 It should be noted that the recommendation here is not to paint heroic narratives around these individuals, but, rather, to acknowledge good practice and enable others to learn from how they have approached individual, institutional and ecosystem barriers to social innovation research/teaching in the higher education sector.

36 This should be helped to a degree by the focus in the next RAE 2020 of impact from research accounting for 15 per cent of a university's score.

37 As was noted earlier, 15 per cent of an HEI's RAE score now relates to research impact.

38 Whilst not technically an NGO, the British Council is included here as a key stakeholder and importer of international ideas into the ecosystem.

39 Suggested networks include the Social Innovation Exchange https://socialinnovationexchange.org/, the International Social Innovation Research Conference http://www.isircconference2019.com/, the International Comparative Social Enterprise Models (ICSEM) Project https://www.iap-socent.be/icsem-project, the International Society for Third Sector Research https://www.istr.org/ and the Impact Management Project https://impactmanagementproject.com/

40 As noted earlier, one 4* REF Impact Study can be worth as much as £100,000 (HK$1 million) to a UK HEI, and impact maps are now being created for the UK higher education sector (see https://re.ukri.org/research/ref-impact/).

41 It is important to note that social impact and social innovation are not the same thing, and that one can occur without the other. This should also be recognised when looking at how best to utilise research impact to grow social innovation.

42 Table 5.1 merely seeks to identify the key capitals for each area of HEI activity. In reality, all five capitals could be represented in every area of activity considering the scope of university work.

43 This refers to the career progression paths for academics, moving from a post-doctoral position to a full professorship.

44 A social start-up relates to a new social business created; spin-outs relate to university departments that leave the HEI to become an independent business, or research innovations that are commercialised.

45 It should be noted that, of course, such systems change can have negative as well as positive social or environmental outcomes, depending on the objectives behind the action of systems disruption.

SEPTEMBER 2019

SURVEYING THE SOCIAL INNOVATION AND HIGHER EDUCATION LANDSCAPE IN HONG KONG

APPENDICES

PROFESSOR RICHARD HAZENBERG, UNIVERSITY OF NORTHAMPTON
DR NORAH WANG & DR YANTO CHANDRA, THE HONG KONG POLYTECHNIC UNIVERSITY
PROFESSOR ALEX NICHOLLS, UNIVERSITY OF OXFORD

www.britishcouncil.hk

CONTENTS

APPENDIX A – METHODOLOGY

As noted, this research adopted a mixed-method approach to data collection, so as to ensure the broadest possible dataset (both in relation to participant and data types). Such an approach allowed the research to ensure it explored the broadest range of opinions and so would, therefore, be able to identify the enablers and barriers to collaboration around social innovation in higher education in the Hong Kong ecosystem.

DESIGN

The research has adopted a sequential mixed-method research approach to data collection, that consisted of five stages: an in-depth literature review, an online survey, semi-structured interviews, ecosystem mapping and data triangulation. This approach was undertaken to provide a holistic overview of the social innovation ecosystem in the higher education sector in Hong Kong, by embedding the research design and data analysis in prior literature. This theoretical embedding was then complemented by data capture from the survey, that provided a wider overview of the trends facing the Hong Kong higher education ecosystem around social innovation. These trends were then explored in-depth through the semi-structured interviews, before all the data was brought together through a process of triangulation (McLeod, 1994) to develop the research discussion and recommendations outlined in Section 5. Figure A1 the research design (including sample sizes where applicable).

Figure A1 – BRICKS research design

MEASURES AND PARTICIPANTS

The research data gathered information from a total of 52 survey participants (sample breakdown for survey participants is presented in Section 3) and 17 interviews involving 22 participants. Five of the 22 interview participants also participated in the online survey, meaning that a total 69 unique individuals participated in the research. Nevertheless, there are obvious sample biases within the data that are rooted in the research focusing on recruiting senior academics and other stakeholders outside of academia. In relation to the former, this means that it is possible that some of the issues faced by junior and early-career researchers on the ground may not emerge from the data; whilst for the latter, there is a danger that the research findings focus too strongly on non-academic issues faced by practitioners and policy-makers. Whilst it is impossible to overcome these issues fully, the report has also gone through an extensive peer-review process by the members of the BRICKS Steering Committee, to try to ensure that the research findings and recommendations are as embedded in the higher education context as possible, and remain true to the original aims of the research.

ONLINE SURVEY

The survey was designed to capture information from academics based in Hong Kong, so as to identify the teaching and research that is ongoing in these areas, whilst also identifying gaps in knowledge and capacity in the ecosystem. The survey was administered by the British Council through the online SurveyMonkey platform, and was live between 21 November 2018 and 31 May 2019[1]. The survey sample was purposive and snow-balled, in that participants were targeted based upon their role within social innovation in higher education, but they were also free to pass the survey link on to their colleagues or other individuals they felt would be relevant. The survey explored:

- Demographic data
- HEI affiliation
- Academic expertise
- Research being undertaken or planned (including publications)
- Teaching being undertaken or planned (including specific courses/modules)
- Knowledge transfer and partnerships that exist
- Perceived social problems in Hong Kong
- Community engagement.

PARTICIPANT INTERVIEWS

The interview procedure was explained to participants in full, and they were provided with signed consent forms (see Appendix B). The interview used a semi-structured interview schedule that explored areas including the Hong Kong social innovation ecosystem, research/teaching challenges in relation to social innovation, community engagement by HEIs, the key social problems facing Hong Kong, and perceptions of what could be done to strengthen social innovation collaboration in Hong Kong (see Appendix B). However, as the interviews were semi-structured, participants were also free to explore other issues they felt were pertinent. Of the 17 interviews, 15 took the form of semi-structured interviews (13 in-person and two on the telephone). Two respondents, who were unable to arrange a time to participate in the interviews, submitted written responses to the interview questions. The average length of each audio-recorded interview was 49 minutes and 20 seconds, with a total of 740 minutes of total interview data gathered from the 15 participants. All audio interview data was transcribed for analysis, whilst the data from the two written responses was also treated as direct quotes. The sample overview of interviewees is provided in Table A1.

Table A1 – Interview breakdown			
Interview no.	**Stakeholder type**	**Participant ID number**	**Interview length (minutes)**
1	Academic	1	59
		2	
2	Incubator	3	50
3	Academic	4	51
4	HEI KnowledgeTransfer	5	62
		6	
5	Academic	7	34
6	NGO	8	52
		9	
7	Foundation	10	35
8	Foundation	11	38
9	Foundation	12	69
10	Investor	13	47
11	Academic & Funder	14	73
12	Government	15	38
		16	
		17	
13	Social Enterprise	18	50
14	Social Enterprise	19	(written response)
15	Academic	20	39
16	Academic	21	43
17	Academic & Practitioner	22	(written response)

NB. Total interview duration across the 15 audio-recorded interviews of 740 minutes (average of 49 minutes and 20 seconds per interview).

ANALYSIS

The quantitative data outlined in Section 4 was analysed using descriptive statistics to explore population averages, using the Statistics Package for the Social Sciences (SPSS) version 22.0. The qualitative data in this report was analysed using Constant Comparative Method (CCM) (Glaser and Strauss, 1967; Lincoln and Guba, 1985), a method based on 'Grounded Theory' (Glaser and Strauss, 1967). CCM allows for the qualitative analysis of text (in this case interview transcripts) through an iterative analysis procedure. The process inherent to CCM involves the inductive identification of emergent units of analysis from the researcher's transcript analysis, rather than through coding based upon predetermined codes (Maykut and Morehouse, 1994). CCM involves five main stages:

1. Immersion – 'units of analyses' are identified from the data.
2. Categorisation – 'categories' emerge from the 'units of analysis'.
3. Phenomenological reduction – 'themes' emerge from the 'categories' and are then interpreted by the researchers.
4. Triangulation – support for researcher interpretations of 'themes' is sought in additional data.
- Interpretation – overall interpretation of findings is conducted in relation to prior research and/or theoretical models.

(McLeod, 1994).

This process led to the identification of 52 'units of analysis' that were then coded into 13 separate 'categories', which were then reduced to four individual 'themes': Social Innovation Complexity, Power and Institutions, Social Innovation Learning, and Personal Agency.

APPENDIX B – CONSENT FORM AND INTERVIEW QUESTIONS

A. CONSENT FORM: RESEARCH BEING CONDUCTED AS PART OF THE BRICKS PROJECT:

This research is being conducted as part of the wider project titled 'Building Research Innovation for Community Knowledge and Sustainability' (BRICKS) project in Hong Kong. The project provides an innovative and impactful approach to supporting the higher education sector in Hong Kong, by supporting students, teachers and early-career researchers to develop the skills that they need to be socially innovative leaders, and to co-create social innovation cultures within the sector. The research is being conducted by the Institute for Social Innovation and Impact at the University of Northampton, UK. The Institute is an external research partner, independent from the wider BRICKS project and its Partner Organisations.

Your participation in today's interview that is part of the research is voluntary, and you have the right to withdraw at any time. The interview will be audio recorded to ensure that we are able to obtain the richest dataset from the session. The recordings will be transcribed for analysis. All data will be stored in a confidential manner, which means that no-one outside of the research team will have access to the transcriptions or recordings.

The information from today's interview will be used to compile a report exploring the wider social innovation/social enterprise ecosystem in Hong Kong, that will be presented to the BRICKS Steering Committee and partners and possibly also published publicly. The research data may also be used by the University of Northampton for the production of journal papers. All quotes provided by yourself will be presented only in an anonymous form in the report, so that you are not identifiable in the wider research. This means that it will not be possible to identify you by name or connect the information you have given to any of your personal details. However, it is important to be aware that given the context of what you discuss, some people within the BRICKS project may be able to identify you from the quotes.

Should you wish to access the findings from this research then you can contact a member of the research team at their email below. Your participation in this research is very much valued and is extremely important to the research team in allowing them to understand the impact of the programme.

If you are happy to take part in this research and proceed with the interview, then please complete the section below.

Name: ..... Signature: .....

Date: .....

Professor Richard Hazenberg richard.hazenberg@northampton.ac.uk at the Institute of Social Innovation and Impact (ISII), the University of Northampton.

B. BRICKS SOCIAL INNOVATION AND SOCIAL ENTREPRENEURSHIP INTERVIEW QUESTIONS:

1. Please tell me a little about your role at your University and your work on SI/SE?
2. Can you describe how you see the SI/SE ecosystem in Hong Kong?
3. In relation to research, what are your main challenges in relation to (if applicable):
   a. Funding?
   b. Publishing?
   c. Collaboration?
4. In relation to teaching, what are your main challenges in relation to (if applicable):
   a. Utilising research to inform teaching?
   b. Collaborating with other partners (HEIs, NGOs, SEs etc.)?
   c. Engaging students with SI/SE?
5. In relation to knowledge exchange, what are your main challenges in relation to (if applicable):
   a. Funding?
   b. Securing partnerships?
   c. Linking KE to teaching/research?
6. Please tell me about your community engagement work (if applicable)?
7. In relation to your expertise and perception of what is the most pressing social problem facing Hong Kong, please pick one and tell me how you think the SI/SE ecosystem can be used to solve/reduce the issue?
   a. Youth
   b. Housing
   c. Elderly/Ageing
   d. Education
   e. Health
   f. Food Security
   g. Social Inequality
   h. Environment
8. What do you think needs to be done to strengthen the SI/SE ecosystem in Hong Kong?
   a. Networks/Collaboration?
   b. Skills development?
   c. Scale projects (number and impact)?
9. Is there anything that I haven't asked you that you think is important or wish to discuss?

APPENDIX C – AREAS OF EXPERTISE

(In alphabetical order)

1. Age-Friendly City
2. Architecture
3. Business Ethics
4. Chemistry & Data Science
5. Civil Society
6. Civil Society and Social Innovation
7. Co-Living
1. Community Development
2. CSR x 2
3. Design & Health
4. Design and Value Creation
5. Design Management
6. Design Policy
7. Design Thinking x 2
8. Developmental and Educational Psychology
9. Elderly
10. Entrepreneurship x 6
11. Environmental Management
12. ESG
13. Genetics
14. Health Care
15. Health Policy
16. Health Tech
17. Higher Education
18. Hong Kong Social Enterprise
19. Human Factors
20. Human Rights
21. Impact Investing x 2
22. Innovation x 2
23. Innovation Management
24. IP
25. Knowledge Exchange
26. Knowledge Transfer x 4
27. Labour Rights
28. Marketing
29. NGO Governance
30. Osteoarthritis and Dance Injury
31. Organisation of Voluntary Actions
32. Philanthropic Capital Intermediary
33. Physiotherapy
34. Public Management
35. Public Policy
36. Rehabilitation
37. Research Related to Back Pain
38. Risk Management
39. Scoliosis
40. Service-Learning
41. Social Design/Curating
42. Social Enterprise
43. Social Enterprise Development
44. Social Enterprise Start-ups
45. Social Entrepreneurship x 6
46. Social Impact Measurement
47. Social Innovation x 10
48. Social Innovation in Community
49. Social Policy x 3
50. Social Services x 2
51. Social Work x 2
52. Sports Science
53. Tech Management
54. Theory of Social Enterprise
55. Third Sector Studies
56. Town Planning x 2
57. Urban Planning
58. Wearable/Implantable Medical Device
59. Young, Old and Sustainability x 2
60. Youth Development

APPENDIX D – LIST OF RESEARCH PROJECTS

Listed alphabetically[2]: a) Co-authors; b) Lead Institution

1. The Asian Model of Co-Living (2018):
   a. HKCT Institute of Higher Education.
2. Adopting The London Principles (2014):
   a. Alto, P. & Wong, M.
   b. Asia Value Advisors
3. Civil Society and Social Innovation (2018):
   a. Jack Qiu and Terence Yuen
   b. City University Hong Kong
4. Comparative Analysis of Social Enterprise in Hong Kong and Taiwan: Scope and Dynamic (2010):
   a. Ho, A., Kam-Tong Chan, Kuan, Y.Y., Wang, S.T.
   b. The Hong Kong Polytechnic University
5. Corporatist governance in Hong Kong (2017):
   a. Yeung, R., Chiu, F., & Kwok, J.
   b. Hong Kong University
6. Do Different Sitting Postures Affect Spinal Biomechanics of Asymptomatic Individuals? (2018):
   a. Wong, A.Y.L, Chan, T.P.M, Chau, A.W.L, Hon, T.C., Kwan, T.C., Lam, A.K.H, Wong, P., De Carvalho, D.
   b. The Hong Kong Polytechnic University
7. Dream X Passion -- The Growth of Youth Entrepreneurs (2015):
   a. Siu, D.
   b. HKUST
8. Emergent Models and Strategies of Social Enterprise in China (2018):
   a. Tui, C., Rong, T., Hu, X.W.
   b. The University of Hong Kong
9. Empowering University Students On Social Innovation to Solve Global Health Issues (2018):
   a. Chau, Y., Abeynayake, M., Yu, C.Y., Chung Yan YU, Lam, S.Y.D.
   b. The Hong Kong University of Science and Technology.
10. Engage HK: Mind The Gap Report (2013):
    a. Alto, P. & Wong, M.
    b. Asia Value Advisors
11. Evaluation of SIE Fund (Forthcoming):
    a. Hon, C.C. & Yip, P.
    b. Hong Kong University
12. Experiential Learning Experience in Global Health Projects Through Design Thinking (2016):
    a. Chau, Y., Hiddadura, I., Abeynayake, M., Yu, C.Y. & Lam, S.Y.D.
    b. The Hong Kong University of Science and Technology
13. From Single to Diversified: Looking Forward to The Trend of Social Enterprise Development in Hong Kong (2018):
    a. Yuen, T. & Chan, K.M.
    b. City University Hong Kong
14. Gifted Education (Not Stated)
    a. Siu, K.C.
    b. The Hong Kong Polytechnic University (in partnership with HKAGE, Johns Hopkins U, EDB)
15. Hong Kong's third international airport runway (2015):
    a. Yeung, R., Li, A., & Hung, S.
    b. Hong Kong University
16. How Common Is Back Pain and What Biopsychosocial Factors Are Associated with Back Pain in Patients with Adolescent Idiopathic Scoliosis? (2019):
    a. Wong, A.Y.L, Samartzis, D., Cheung, P.W.H., Cheung, J.P.Y.
    b. The Hong Kong Polytechnic University
17. How Do Students Across Developmental Thresholds Learn About Social Enterprise in A More Effective Manner? (2018):
    a. Lee, S. & Lee, E.
    b. HKCT Institute of Higher Education (in partnership with HKBU)
18. In The Struggle Over Urban Space: The Solidarity Economy Movement and Urban Utopianism in Hong Kong (2012):
    a. Yuen, T. & Chan, P.
    b. City University Hong Kong (in partnership with The Hong Kong Polytechnic University)
19. Institutional design for public-private collaboration and network integration (2016):
    a. Wang, N., Chan, K.N., & Leung, M.F
    b. The Hong Kong Polytechnic University
20. Locality Service Review and Planning with GIS: A Pilot Study of Spatial Analysis of Poverty Data in Hong Kong (2015):
    a. Ho, A., Zeno, Leung, C.S., Pun-Cheng, L.S.C.
    b. The Hong Kong Polytechnic University
21. Mapping The Best Practices in Social Innovation Development (Not Stated):
    a. Chandra, Y.
    b. City University Hong Kong
22. On-Site Pre-School Rehabilitation Services (2019):
    a. Wang, N., Siu, A., Au, E., Chen, H-F., Ye, S., Cheng, A., Leung, M-T. & Hsieh, W.Y.
    b. The Hong Kong Polytechnic University
23. Performance Management in Social Service Provision (2017):
    a. Kong, S-T. & Wang, N.
    b. The Hong Kong Polytechnic University
24. Platform Cooperation (2018):
    a. Qiu, J. & Yuen, T.
    b. City University Hong Kong
25. Policy (Not Stated):
    a. Chow, K.
    b. HKUST (PPOL) [in partnership with PICO, CSDTI, SPRU (Sussex U)]
26. Promoting Emotional Wellness and Resilience in The Self-Financing Tertiary Education Sector (Not Stated):
    a. Fan, M.
    b. Federation for Self-financing Tertiary Education
27. Social Enterprise Landscapes in the Philippines, Indonesia and Sri Lanka (2018):
    a. Wang, N. & Ace, T.
    b. The Hong Kong Polytechnic University
28. Social Entrepreneurship (2007):
    a. Yim, R.C.M.
    b. Hong Kong Social Enterprise Incubation Centre
29. Social Impacts of Work Integration Social Enterprise in Hong Kong: Workforce and Beyond (2019):
    a. Ho, A., Zeno, Leung, C.S., Pun-Cheng, L.S.C.
    b. The Hong Kong Polytechnic University
30. Social Return on Investment (SROI) for Hong Kong Third Runway (2015):
    a. Yeung, R., Lai, A., Hung, S., Li, A.
    b. Hong Kong University
31. STEM Education (Not Stated):
    a. Chow, K.
    b. HKUST (PPOL) (in partnership with EDB & HKUST)
32. Study On Social Impact of Work Integration Social Enterprise in Hong Kong (2016):
    a. Ho, A., Zeno, Leung, C.S., Chan, K.S., Zeno, Leung C.S, Ip, D., Tam, R.K.Y. & Tjia, L.Y.N.
    b. The Hong Kong Polytechnic University
33. Tech Management (Not Stated):
    a. Chow, K.
    b. HKUST (PPOL) (in partnership with IBM, Google, Cisco & HKSTP)
34. The Development of Learning Materials in Relation to Chinese as A Second Language for Post-Secondary Education (Not Stated):
    a. Fan, M.
    b. Federation for Self-financing Tertiary Education
35. The Experiences of Social Volunteering and Service Learning: A Case Study of a Service Learning Project at Crossroads Foundation (2013):
    a. Lee, S. & Lee, E.
    b. HKCT Institute of Higher Education (in partnership with HKBU)
36. The Impact of Absorptive Capacity and Marketing Capabilities On Firm Performance: The Case of Social Enterprises (2018):
    a. Lee, E.
    b. Hong Kong Baptist University
37. The Mechanisms of Performance in Social Enterprises (Not Stated):
    a. Chandra, Y. & Wang, L.
    b. City University of Hong Kong
38. The Practice of Social Mission: A Case Study by My Concept ( ):
    a. Lee, E. & Chiu, S.
    b. Hong Kong Baptist University (in partnership with Hong Kong Hang Seng University)
39. The Social Impact of Work-Integration Social Enterprise in Hong Kong (2010):
    a. Ho, H. & Chan, K.T.
    b. The Hong Kong Polytechnic University
40. The Sports & Recreation Sector: Report on the Capacity of Civil Society in Hong Kong 2016-17 (2019):
    a. Yeung, R.
    b. Hong Kong University
41. Transitional Social Housing in Hong Kong (Not Stated):
    a. Luk, C.W.
    b. Design Institute for Social Innovation, The Hong Kong Polytechnic University
42. Unleashing Social Innovation for Social Economy: Experience of Social Enterprise Development in Hong Kong (2011):
    a. Yuen, T.
    b. City University Hong Kong
43. Unpacking The Management Practices of Chinese Social Enterprises (Not Stated):
    a. Chandra, Y.
    b. City University of Hong Kong
44. What Makes Social Enterprise Effective in Hong Kong (2013):
    a. Yim, R.C.M.
    b. Hong Kong Social Enterprise Incubation Centre
45. Work Integration Social

Enterprises as Vessels of Empowerment? Perspectives from Employees (2018):

a. Chui, C., Shum, H.Y.M & Lum, T.Y.S
b. University of Hong Kong (in partnership with Hong Kong Baptist University)

APPENDIX E – LIST OF PUBLICATIONS

Published journal papers:

1. Alto, P., (2012), Impact Investing: Will Hype Stall its Emergence as an Asset Class? Social Space, 40-47.
2. Antwi-Afari, Li, Seo, & Wong. (2018). Automated detection and classification of construction workers' loss of balance events using wearable insole pressure sensors. Automation in Construction, 96, 189-199.
3. Chan, K., Kuan, Y., & Wang, S. (2011). Similarities and divergences: Comparison of social enterprises in Hong Kong and Taiwan. Social Enterprise Journal, 7(1), 33-49.
4. Chan, K. & Yuen, T.K.Y, (2013), An overview of social enterprise development in China and Hong Kong, Journal of Ritsumelkan Social Sciences and Humanities, 5, 165-178.
5. Chandra, Y. (2017). Social entrepreneurship as institutional-change work: A corpus linguistics analysis. Journal of Social Entrepreneurship, 8(1), 14-46.
6. Chandra, Y. (2017). Social entrepreneurship as emancipatory work. Journal of Business Venturing, 32(6), 657-667.
7. Chandra, Y., & Shang, L. (2017). Unpacking the biographical antecedents of the emergence of social enterprises: A narrative perspective. VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations, 28(6): 2498-2529
8. Chandra, Y., (2018), New narratives of development work? Making sense of social entrepreneurs' development narratives across time and economies. World Development, 107: 306-326.
9. Chen, Z., Chen, K., Deng L., Ye Z., (2018), Social enterprises tend to diversify and challenge innovation, Hong Kong Economic Journal, A16(22.2.18).
10. Ho, A. P., & Chan, K., (2010), The social impact of work-integration social enterprise in Hong Kong, International Social Work, 53(1), 33–45. https://doi.org/10.1177/0020872809348950
11. Ip, C., Wu, S., Liu, H., & Liang, C. (2018). Social Entrepreneurial Intentions of Students from Hong Kong. The Journal of Entrepreneurship, 27(1), 47-64.
12. Kong, S. (2016). Social work practice research innovation, implementation and implications: A case of 'Cooperative Grounded Inquiry' with formerly abused women in Hong Kong. Qualitative Social Work, 15(4), 533-551.
13. Kuan, Y., Chan, K., & Wang, S. (2011). The governance of social enterprise in Taiwan and Hong Kong: A comparison. Journal of Asian Public Policy, 4(2), 149-170.
14. Lee, E. & Restrepo, J. (2015). Institutional embeddedness and the scaling-up of collaboration and social innovation: The case of a Hong Kong-based international NGO. Policy and Politics, 43(3), 459-471.
15. Leung, Z., Pun-Cheng, L., & Ho, A. (2015). Locality Service Review and Planning with GIS: A Pilot Study of Spatial Analysis of Poverty Data in Hong Kong. Journal of Technology in Human Services, 33(1), 38-52.
16. Leung, Z., Ho, A., Tjia, L., Tam, R., Chan, K., & Lai, M. (2019). Social Impacts of Work Integration Social Enterprise in Hong Kong – Workfare and Beyond. Journal of Social Entrepreneurship, 10(2), 1-18.
17. Umer, W., Li, H., Lu, W., Szeto, G.P.Y. & Wong, A.Y.L, (2018), Development of a tool to monitor static balance of construction workers for proactive fall safety management, Automation in Construction, 94, 438-448.
18. Wong, A., Parent, E., Dhillon, S., Prasad, N., Samartzis, D., & Kawchuk, G. (2019). Differential patient responses to spinal manipulative therapy and their relation to spinal degeneration and post-treatment changes in disc diffusion. European Spine Journal, 1.
19. Wong, A.Y.L., Lauridsen, H.H, Samartzis, D., Macedo, L., Ferreira, P.H. & Ferreira, M.L., (2019), Global Consensus from Clinicians Regarding Low Back Pain Outcome Indicators for Older Adults: Pairwise Wiki Survey Using Crowdsourcing, JMIR Rehabilitation and Assistive Technologies, 6(1), E11127.
20. Yeung, R., Chiu, F., & Kwok, J. (2017) Corporatist governance in Hong Kong: The case of the sports and arts functional constituency, Asia Pacific Journal of Public Administration, 39(3), 163-176.
21. Yeung, R., Li, A., & Hung, S. (2015). Monetising social and environmental costs in infrastructure evaluation: The case of Hong Kong's third international airport runway. Asia Pacific Journal of Public Administration, 37(3), 207-215.
22. Yu, B. (2018). A Comparative Study of Student Organizations in Mainland China and Hong Kong Universities - Based on the Perspective of Innovation and Entrepreneurship Associations.

Asian Social Science, 14(9).

23. Yuen, T., (2008), Rediscovering social enterprises, Journal of Youth Studies (Hong Kong), 11(1).

24. Yuen, T. (2011). Unleashing social innovation for social economy: Experience of social enterprise development in Hong Kong. China Journal of Social Work, 4(3), 217-233.

Conference papers and reports:

1. Au, K. & Yuen, T.K.Y., (2014), Research study on the social enterprise sector in Hong Kong: to Capture the Existing Landscape of the Social Enterprises, Research Report, Home Affairs Bureau and the Social Enterprise Advisory Committee in Hong Kong.

2. Chan, K., Kuan, Y.Y., Ho, P.Y. & Wang, S.T., (2010), Comparative analysis of social enterprises in Hong Kong and Taiwan: scope and dynamic. Hong Kong: Centre for Third Sector Studies, Dept. of Applied Social Sciences, The Hong Kong Polytechnic University, http://hdl.handle.net/10397/54517

3. Rosencrantz, M., (2006), Health and Poverty. In Iqbal, F., Sustaining Gains in Poverty Reduction and Human Development in the Middle East and North Africa, World Bank Report.

4. Rosencrantz, M., (2010), ESG (Environment, Social, Governance) Toolkit for Fund Managers, CDC Toolkit, available online at https://toolkit.cdcgroup.com/

5. Wang, N. & Ace, T., (2015), Social Enterprise Landscapes: A Comparative Analysis of the Philippines, Indonesia and Sri Lanka, British Council Report.

6. Wang, N., Chan, K., & Leung, M.F., (2016), Institutional design for public-private collaboration and network integration: The case of interlocking directorate network among nonprofit service operators in Hong Kong. Paper presented at the 20th Annual Conference of International Research Society on Public Management (IRSPM), Hong Kong.

7. Wang, N., Siu, A., Au, E., Chen, H-F., Ye, S., Cheng, A., Leung, M-T. & Hsieh, W.Y., (2019), On-Site Pre-School Rehabilitation Services, Social Welfare Department Report.

8. Yeung, R., Lai, A., Hung, S., Li, A., (2014), Study on Social Return on Investment (SROI) for Hong Kong Third Runway Project: Final Report, Friends of the Earth (Hong Kong) and the Hong Kong Dolphin Conservation Society Funded Research.

9. Yeung, R., (Forthcoming), The Sports & Recreation Sector: Report on the Capacity of Civil Society in Hong Kong 2016-17, Centre for Civil Society and Governance Report.

10. Yuen, T., (2016), SROI as Impact Measurement and Enterprise Valuation Tool – A Pilot Study to Prepare a Direct Public Offering (DPO) Prospectus for a Social Enterprise Using SROI, Report.

11. Yuen, T., Ngai, F., Kan, O. & Rikkie, Y., (2011), Money for Good: Global Trends and Local Potentials in Engaged Giving and Social Investing, SVhk, Hong Kong.

12. Books and chapters in books:

13. Chandra, Y., & Wong, L., (2016), Social Entrepreneurship in the Greater China Region: Policy and Cases. Routledge, United Kingdom.

14. Kong, S-T. & Wang, N., (2017), Performance Management in Social Service Provision. In Farazmand, A. (ed.), Global Encyclopaedia of Public Administration, Public Policy, and Governance, Springer International Publishing.

Theses:

1. Chu, H., (2018), Social entrepreneurship for computer gaming industry, PhD Thesis, Hong Kong Polytechnic University, https://theses.lib.polyu.edu.hk/handle/200/9347

2. He, Y., (2015), Social economy in rural China: barriers, strategies, and agents for practice : two case studies, PhD Thesis, University of Hong Kong, https://hub.hku.hk/handle/10722/228642

3. Lee, C., (2012), A study on social enterprise in Hong Kong: a solution for social problems, Master of Public Administration Dissertation, The University of Hong Kong, https://hub.hku.hk/handle/10722/144119

4. Leung, P.H., (2015), The role of social entrepreneurial competence in resource acquisition in social enterprises, DBA Thesis, Hong Kong Polytechnic University, https://theses.lib.polyu.edu.hk/handle/200/8455.

5. Restrepo, J., (2017), Scaling up social innovation : the case of Escuela Nueva in Colombia and BRAC education programme in Bangladesh, PhD Thesis, University of Hong Kong, https://hub.hku.hk/handle/10722/255480

6. Tam, K., (2016), Brand sustainability of manufacturing enterprises (MEs) and social enterprises (SEs) in Hong Kong, PhD Thesis, Hong Kong Polytechnic University, https://theses.lib.polyu.edu.hk/handle/200/8503?mode=simple

7. Wu, W., (2018), Educational practice of the volunteer organization in rural China : from the perspective of social justice, PhD Thesis, Chinese University Hong Kong, http://repository.lib.cuhk.edu.hk/en/item/cuhk-1292367

8. Yan, J., (2012), What Makes Social Enterprise Effective in Hong Kong, MPhil Dissertation, University of Hong Kong.

Media:

1. Guo, Y., Chen, Z., Ye, Z., (2015), Accessibility analysis of food aid services, A29, 3.10.15, Ming Pao.

2. Lee, S., (2015), Act, understand and act in social innovation education, Think-tank Commentary.

3. Yim, R.C.M., (2012), From cradle to grave social enterprise, Newspaper Article.

4. Yim, R.C.M., (2009), Hong Kong Social Enterprise, Podcast/Internet Radio.

5. Yim, R.C.M., (2013), Social entrepreneurs interview forum, Podcast/Internet Radio.

APPENDIX F – UNDERGRADUATE AND POSTGRADUATE COURSES[3]

Course name	N	Status	Programme name	Level	Module type	Faculty	HIE	Course leader
1. Social Entrepreneurship and Innovation	90	Current	Gateway Education	Undergraduate	Elective	Arts and Social Sciences	City University Hong Kong	Yanto Chandra
2. Social Entrepreneurship and Cross-Sector Collaboration	30	Future	BA Social Sciences	Undergraduate	Elective	Arts and Social Sciences	City University Hong Kong	NK
3. Service Leadership in an Uncertain Era	30	Future	General Education	Undergraduate	Elective	Arts and Social Sciences	City University Hong Kong	NK
4. Social Innovation and Public Policy	67	Past	BA Social Sciences in Public Policy and Politics	Undergraduate	Compulsory	Arts and Social Sciences	City University Hong Kong	NK
5. Applying Psychology to Contemporary Issues	60	Current	Master of Social Sciences (Psychology)	Postgraduate	Elective	Arts and Social Sciences	City University Hong Kong	NK
6. Social Innovation and Entrepreneurial Venture Exploration (SIEVE)	NK	Current	General Education	Undergraduate	Elective	Arts and Social Sciences	City University Hong Kong	Toni Tong
7. Management for Social Innovation	3	Current	BSc Social Development Studies	Undergraduate	Compulsory	Social Sciences	HKCT Institute of Higher Education	Samuel Lee
8. Introduction to Social Innovation and the Environment	10	Current	BA (Hons) in Social Innovation	Undergraduate	Compulsory	Social Sciences	HKCT Institute of Higher Education	Chung Wai Keung
9. Social Innovation and Environment Design	10	Current	BA (Hons) in Social Innovation	Undergraduate	Compulsory	Social Sciences	HKCT Institute of Higher Education	Chung Wai Keung
10. Advanced Practice Workshop: Social and Solidarity Economy	10	Current	BA (Hons) in Social Innovation	Undergraduate	Elective	Social Sciences	HKCT Institute of Higher Education	Chung Wai Keung
11. Introduction to Social Entrepreneurship and Innovation	8	Future	General Education	Undergraduate	Elective	Social Sciences	HKCT Institute of Higher Education	NK
12. Social Entrepreneurship: Opportunities to Change the World	50	Current	Bachelor of Social Sciences (Hons) in Social Policy	Undergraduate	Compulsory	Social Sciences	Hong Kong Baptist University	NK
13. Social Venture Planning	50	Current	General Education	Undergraduate	Elective	Business	Hong Kong Baptist University	NK
14. Marketing Practicum for Social Entrepreneurship	40	Current	BCom in Marketing / Nurturing Social Minds	Undergraduate	Elective	Business	Hong Kong Baptist University	NK
15. Community Development for Social Entrepreneurship	40	Current	BCom in Marketing / Nurturing Social Minds	Undergraduate	Elective	Business	Hong Kong Baptist University	NK
16. Social Innovation and Entrepreneurship	40	Current	BCom in Marketing	Undergraduate	Elective	Business	Hong Kong Baptist University	NK
17. Marketing Field Study for Social Entrepreneurship	30	Future	General Education	Undergraduate	N/A	Business	Hong Kong Baptist University	NK
18. Social Enterprise Management and Social Impact Strategies	40	Future	BCom in Marketing	Undergraduate	Elective	Business	Hong Kong Baptist University	NK
19. Social Enterprise Management and Social Impact Strategies	27	Current	MSC in Entrepreneurship and Global Marketing / Nurturing Social Minds	UG/PG	Elective	Business	Hong Kong Baptist University	Archimedes Guerra
20. Design of Culture and Social Business	30	Current	Social Design	Undergraduate	Compulsory	Health and Social Sciences	Hong Kong Polytechnic University	Brian Lee & Siu King Chung
21. Social Entrepreneurship and Enterprise	60	Current	Social Policy and Administration	Undergraduate	Elective	Health and Social Sciences	Hong Kong Polytechnic University	Norah Wang
22. Creating Innovation in Social Entrepreneurship	NK	Current	BA (Hons) in Social Policy and Social Entrepreneurship	Undergraduate	Compulsory	Health and Social Sciences	Hong Kong Polytechnic University	Raymond Yuen
23. Attachment for Social Policy and Social Entrepreneurship	NK	Current	BA (Hons) in Social Policy and Social Entrepreneurship	Undergraduate	Compulsory	Health and Social Sciences	Hong Kong Polytechnic University	Raymond Yuen
24. Human Capital Development	40	Current	Social Policy and Administration	Undergraduate	Elective	Health and Social Sciences	Hong Kong Polytechnic University	Norah Wang
25. Capstone Project for Practicing Social Policy and Administration	20	Current	Social Policy and Administration	Undergraduate	Elective	Health and Social Sciences	Hong Kong Polytechnic University	Norah Wang
26. Talent Management and Strategic Leadership for Nonprofit Organization	30	Past	MSc in Nonprofit Management Programme	Postgraduate	Elective	Health and Social Sciences	Hong Kong Polytechnic University	Norah Wang
27. Strategic Leadership in Civil Society Organizations	60	Past	BSc in Public Administration	Undergraduate	Elective	Health and Social Sciences	Hong Kong Polytechnic University	Norah Wang

Course name	N	Status	Programme name	Level	Module type	Faculty	HIE	Course leader
28. Social Innovation and Entrepreneurship Seminars	30	Past	High Potential Entrepreneurial Leadership (HiPEL) Programme	N/A	N/A	Institute for Entrepreneurship	Hong Kong Polytechnic University / Fudan University	NK
29. Social Entrepreneurship: Innovating Social Change	40	Future	General Education Course	Undergraduate	Elective	Shaw College	Chinese University Hong Kong	NK
30. Social Innovation and Social Change for Good	39	Current	Bachelor of Social Work	Undergraduate	Elective	Social Science	Chinese University Hong Kong	NK
31. Social Enterprise	NK	Current	Master of Social Science in Social Work	Postgraduate	Compulsory	Social Science	Chinese University Hong Kong	NK
32. Social Entrepreneurship and Impact Investment	NK	Current	All MBA Programmes / Nurturing Social Minds	Postgraduate	Elective	Business	Chinese University Hong Kong	Elsie Tsui
33. Public Administration	100	Past	Government & Business	Undergraduate	Compulsory	Hong Kong Social Enterprise Incubation Centre	Hong Kong Shue Yan University	NK
34. Road to Social Entrepreneurship	30	Current	Bachelor of Social Science	Undergraduate	Elective	Hong Kong Social Enterprise Incubation Centre	Hong Kong Shue Yan University	Lam Gigi
35. Poverty, Social Policy and Social Innovation	NK	Current	Bachelor of Social Science	Undergraduate	Elective	Hong Kong Social Enterprise Incubation Centre	Hong Kong Shue Yan University	Lau Pui Yan Flora
36. Policy and Technology for Urban and Rural Sustainability	32	Future	Lingnan Cluster Course / Design Innovation Programme	Undergraduate	Elective	Business	Lingnan University	Nicholas Ooi
37. Joint Humanitarian Entrepreneurship Summer Academy	40	Current	Summer Programme	UG/PG	Elective	Office of Service Learning	Lingnan University	Aloysius Wilfred Raj Arokiaraj
38. Social Technology Development Scheme	40	Current	Integrated Learning Programme	Undergraduate	No Credits	Office of Service Learning	Lingnan University	Calvin Lau
39. Social Innovation Hub Programme	NK	Current	Lingnan Entrepreneurship Initiative	N/A	No Credits	Social Innovation Hub	Lingnan University	NK
40. Design for Global Health	25	Current	SIGHT	Undergraduate	Elective	Engineering	HKUST	Desmond Yau-chat Tsoi
41. Sight Camp	60	Current	SIGHT	Undergraduate	No Credits	Engineering	HKUST	Ying Chau
42. Design Thinking for Health Innovation	30	Current	SIGHT	Undergraduate	Compulsory	Engineering	HKUST	Ying Chau / Desmond Yau-chat Tsoi

Course name	N	Status	Programme name	Level	Module type	Faculty	HIE	Course leader
43. Community Services Project	23	Current	BBA in General Business Management	Undergraduate	Elective	Business and Management	HKUST	Emily Nason
44. Social Enterprise Internship Program	20	Current	BBA in General Business Management	Undergraduate	Elective	Business and Management	HKUST	Emily Nason
45. Public Service Project	28	Current	BBA in Global Business	Undergraduate	Compulsory	Business and Management	HKUST	NK
46. Capstone/Corporate Project	21	Current	BBA in Global Business	Undergraduate	Compulsory	Business and Management	HKUST	Marie Rosencrantz
47. Social Entrepreneurship and Venture Philanthropy	NK	Current	BBA in General Business Management	Undergraduate	Selective	Business and Management	HKUST	Marie Rosencrantz
48. Social Innovation and Entrepreneurship	17	Current	General Education / Minor Program in Entrepreneurship	Undergraduate	Elective	Business and Management	HKUST	Robert Ko
49. Entrepreneurship Seminars and Readings	NK	Current	General Education / Minor Program in Entrepreneurship	Undergraduate	Elective	Business and Management	HKUST	Robert Ko
50. Social Entrepreneurship and Venture Philanthropy	30	Current	MBA / Nurturing Social Minds	UG/PG	Elective	Business and Management	HKUST	Christine Chow, Marie Rosencrantz & Veronique Lafon-Vinais
51. Values Driven Innovation	NK	Current	Bachelor of Business Administration	Undergraduate	Elective	Business and Economics	The University of Hong Kong	Lilian Chan / Joseph Chan
52. Becoming A Change Maker	20	Current	Bachelor of Social Work	Undergraduate	Elective	Health and Social Sciences	The University of Hong Kong	Amy Chow
53. Community building and the civil society	NK	Current	Bachelor of Social Work	Undergraduate	Elective	Health and Social Sciences	The University of Hong Kong	Amy Chow
54. Behavioural economics for social change	35	Current	Bachelor of Social Work	Undergraduate	Elective	Health and Social Sciences	The University of Hong Kong	Amy Chow
55. Social Policy Issues in Hong Kong	30	Current	Bachelor of Social Sciences	Undergraduate	Elective	Health and Social Sciences	The University of Hong Kong	Paul Wong
56. Introduction to social entrepreneurship and social innovation	51	Current	Bachelor of Social Sciences (Government and Laws) / Bachelor of Social Work	Undergraduate	Compulsory	Health and Social Sciences	The University of Hong Kong	Paul Wong / Amy Chow
57. Theories and practice of social leadership	51	Current	Bachelor of Social Sciences (Government and Laws)	Undergraduate	Elective	Health and Social Sciences	The University of Hong Kong	Paul Wong

Course name	N	Status	Programme name	Level	Module type	Faculty	HIE	Course leader
58. Social entrepreneurship and cross-sector collaboration	51	Current	Bachelor of Social Sciences (Government and Laws)	Undergraduate	Elective	Health and Social Sciences	The University of Hong Kong	Paul Wong
59. Social Innovation and Global Citizenship Internship	51	Current	Bachelor of Social Sciences (Government and Laws) & Bachelor of Laws	Undergraduate	Compulsory	Health and Social Sciences	The University of Hong Kong	NK
60. Social Entrepreneurship and Innovation	NK	Current	Master of Social Sciences (Non-Profit Management)	Postgraduate	Elective	Health and Social Sciences	The University of Hong Kong	Lucy Jordan
61. Talent Management and Strategic Leadership for NPO	30	Past	Master of Social Sciences (Non-Profit Management)	Postgraduate	Elective	Health and Social Sciences	The University of Hong Kong	Lucy Jordan
62. Strategic Leadership in Civil Society Organizations	60	Past	Master of Social Sciences (Non-Profit Management)	Postgraduate	Elective	Health and Social Sciences	The University of Hong Kong	Lucy Jordan
63. Introduction to Social Innovation and Social Entrepreneurship	NK	Past	All Undergraduate Programmes	Undergraduate	Elective	NA	Education University Hong Kong	NK
64. NGOs and Social innovation	17	Current	BA (Hons) in Liberal Studies Education	Undergraduate	Compulsory	Social Sciences	Education University Hong Kong	Kit Wa Anita Chan

An online search was undertaken for undergraduate and postgraduate degree courses in the UK that specifically focused on social innovation/social entrepreneurship/ social enterprise (the course had to be explicitly focused on these three areas rather than just contain relevant modules), to act as a comparator for the Hong Kong ecosystem in which two such social innovation/social enterprise specific courses exist [BA (Hons) in Social Innovation (HKCT); BA (Hons) in Social Policy and Social Entrepreneurship (PolyU)]. This search identified the following 11 UK courses:

1. Foundation Degree (L4) in Business and Social Enterprise (Ruskin College/Oxford Brookes University)
2. CertHE (L5) Charity and Social Enterprise Management (Anglia Ruskin University)
3. BA (Hons) Social Enterprise and Creative Care (University of Hull)
4. BA (Hons) Innovation and Skills for Social Change (Leeds Beckett University)
5. Master of Studies Social Innovation (University of Cambridge)
6. MSc Social Innovation and Entrepreneurship (LSE)
7. MSc Social Enterprise (University of Stirling)
8. MSc Social Innovation (Glasgow Caledonian University)
9. MA Social Innovation (University of Northampton)
10. MA Design for Social Innovation and Sustainable Futures (University of the Arts London)
11. MA Social Entrepreneurship (Goldsmiths University)

APPENDIX G – KNOWLEDGE EXCHANGE

Target issue	Initiator	Collaborator (please fill in collaborator's name & affiliated institution)	Beneficiary group	Activity type	Funding source	HEI
1. Raising Students' Interest in Social Innovation	Yanto Chandra, CUHK	N/A	Students	Designing live case materials via vlogs, and advocacy of social innovation in public events	CUHK Teaching Innovation Award	CUHK
2. Raising Students' Interest in Social Issues and How Social Entrepreneurship Can Play a Role as a Solution	Yanto Chandra, CUHK	Kaho Yu, School of Creative Media, CUHK, Cheuk Hinyi, Chan Wai Yu, To Wing Ki	Students of all ages, adults, the public, teachers and professors	The world's first comics on social entrepreneurship	CUHK 2016 Teaching Excellence Award Grant	CUHK
3. Helping Social Enterprise Operators to be Financially Savvy	Yanto Chandra, CUHK	Professor Sidney Leung, School of Accountancy, CUHK	SEs; NGOs	Applied knowledge transfer research plus seminar	CUHK Grants Council	CUHK
4. Social Entrepreneurship	Nurturing Social Minds www.nsm.hk	Yeh Family Philanthropy, SIE Fund, social enterprises in Hong Kong	Local social enterprises and HKUST students	Project collaboration for grant funding	Yeh Family Philanthropy, SIE Fund	HKUST
5. Entrepreneurship Workshop for Grassroots Community		Social services agencies	Women from low-income communities	Entrepreneurship workshop	Entrepreneurship Workshop Ministry Ltd.	Hong Kong Baptist University
6. Students Joined the Tithe Ethical Consumption Movement (TECM)	Social Services Agencies	Fullness Social Enterprises Society (FSES)	Youth, social enterprises	Volunteer services	Home Affairs Bureau	Hong Kong Baptist University
7. University Students	Fullness Social Enterprises Society (FSES)	HK Social Enterprise Incubation Centre	Youth	Service delivery	HK Shue Yan University	HK Social Enterprise Incubation Centre
8. University Students	HK Shue Yan University	HK Social Enterprise Incubation Centre	Youth	General	University	HK Social Enterprise Incubation Centre
9. University Students	R.C.M. Yim	HK Social Enterprise Incubation Centre	Youth	General	HKBU	HK Social Enterprise Incubation Centre
10. Poverty and Social Inclusion	HK Baptist University	NGOs and social enterprises	Elderly, youth, people with physical disabilities, ethnic minorities, and new arrivals.	Capacity building / training programmes, funding for proof-of-concept, idea generation and prototyping	SIE Fund	HK Polytechnic University

Target issue	Initiator	Collaborator (please fill in collaborator's name & affiliated institution)	Beneficiary group	Activity type	Funding source	HEI
11. Improving Hygiene and Health Education for Inhabitants In Siem Reap, Cambodia	HK Polytechnic University	NGO partner (HVTO) and Siem Reap.	Youth	Provide HVTO with the skills to educate students about sanitary issues in Cambodia, and initiate a soap-making business to raise revenue	UGC and donors	HKUST
12. Develop an Effective and Precise EMRS able to Transmit the Patient's Information Among Stations and Record them in the Database Securely	Sight, HKUST	NGO partner (One-2-One) in Phnom Penh	People on a low income	Developed a mobile app with training modules	UGC and donors	HKUST
13. Develop a New Virtual Keyboard UI that would Assist Students with Muscular Disabilities (e.g. MPS Patients) in Typing Mathematics Symbols and Equations	HKUST	HKMPS (Hong Kong Mucopolysaccharidoses & Rare Genetic Diseases Mutual Aid Group), Hong Kong Red Cross John F. Kennedy Centre	Students with disabilities	Software	UGC and donors	HKUST
14. Dance Injury Prevention	HKUST	Patrick Yung, Dino Samartzis, Veronika Schoeb, Derwin Chan, Clifton Chan, Claire Hiller	Youth	Interviews, sharing and survey	Health Care & Promotion Scheme	HK Polytechnic University
15. Prevention of Dance Injury and Promote Safe Dance Practice	Arnold Wong	Arnold YL Wong, Samuel Ling, Dino Samartzis, Grace Chan, Kitty Lam, KW Kong, Henry Pang, Patrick Yung	Youth, adults	Educational talks, workshops	No	HK Polytechnic University
16. Transitional Social Housing	Henry Lam	Hong Kong Council of Social Service, Urban Renewal Authority, Light Be	Socially disadvantaged people in sub-standard housing	Co-creation workshops, public seminar, action projects	Hong Kong Jockey Club Charities Trust	HK Polytechnic University
17. Empathizing with Elderly in Workplace	K.K. Ling, Jockey Club Design Institute for Social Innovation	Not stated	Elderly	Co-creation workshops, public seminar, action projects	Hong Kong Jockey Club Charities Trust	HK Polytechnic University
18. Education for a Complex Future-incorporation of Social Innovation and Design Thinking in Secondary Education Curriculum	K.K. Ling, Jockey Club Design Institute for Social Innovation	Education Bureau	Youth	Experimentation school workshops, co-creation workshops, public seminar, school workshops for 24 schools	Hong Kong Jockey Club Charities Trust	HK Polytechnic University

Target issue	Initiator	Collaborator (please fill in collaborator's name & affiliated institution)	Beneficiary group	Activity type	Funding source	HEI
19. Hawker Reload	K.K. Ling, Jockey Club Design Institute for Social Innovation	School of Design, HK Polytechnic University	Street sellers and their customers	Street survey, co-creation workshop, prototype production, product design and implementation	Hong Kong Jockey Club Charities Trust	HK Polytechnic University
20. Hong Kong Red Cross Humanitarian Education Centre	K.K. Ling, Jockey Club Design Institute for Social Innovation	Hong Kong Red Cross	Youth	Product design	Hong Kong Jockey Club Charities Trust	HK Polytechnic University
21. Organizational Health Index	K.K. Ling, Jockey Club Design Institute for Social Innovation	Lois Lam, Hong Kong Council of Social Services	Non-profit organisations	Capacity building	No	HK Polytechnic University
22. NGO Governance	Norah Wang, HK Polytechnic University	Stella Ho, Hong Kong Council of Social Services	Non-profit organisations	Capacity building	No	HK Polytechnic University
23. Strategic leadership and CEO competency model	Norah Wang, HK Polytechnic University	Lois Lam, Hong Kong Council of Social Services	Non-profit organisations	Capacity building	No	HK Polytechnic University
24. Women in Poverty	Norah Wang, HK Polytechnic University	Yanto Chandra & Erica Leung, CityU	Disadvantaged women	Training marginalised women to design the micro-landscapes for sale by founding the MicroForests social enterprise	CityU Knowledge Transfer Fund	CUHK
	Anna Hui, CUHK					

APPENDIX H – COMMUNITY ENGAGEMENT

Role	Organisation	HEI
1. Executive Committee Member	Hong Kong Physiotherapy Association	The HK Polytechnic University
2. Voluntary Classifier	Hong Kong Paralympic Committee and Sports Association for The Physically Disabled	The HK Polytechnic University
3. Vice President	Hong Kong Association of Dance Medicine and Science	The HK Polytechnic University
4. Management Committee Member	HK Red Cross Youth and Volunteer Management Committee	HKUST
5. Committee Member	Hospital Authority Kowloon Regional Advisory Committee	HKUST
6. Management Committee Member	Hospital Authority Blood Transfusion Service	HKUST
7. Vice Chairman	Federation of Hong Kong Higher Education Staff Associations	HKUST
8. Honorary Treasurer	Asia Pacific Student Services Association	HKUST
9. Honorary Director	Fullness Social Enterprises Society	Hong Kong Baptist University
10. Organising Committee Member	Fullness Social Enterprises Society	Hong Kong Baptist University
11. Volunteer Trainer	Fullness Social Enterprises Society	Hong Kong Baptist University
12. Advisor	Walk DVRC Ltd	The HK Polytechnic University
13. Director	Center For Development of Gifted and Talented	HKUST
14. Project Coordinator	STEM@UST	HKUST
15. Hong Kong Board Director		HKUST
16. Advisory Committee Member	Empower www.empowerweb.org	HKUST
17. Board Director		Asia Value Advisors
18. Multiple	Twopresents www.twopresents.com	Asia Value Advisors
19. Honorary Secretary		HK Social Enterprise Incubation Centre
20. Design Incubation Admission Panel Member	Harvard Club of HK Education Fund (NGO)	The HK Polytechnic University
21. Studio Admission Panel Member	Various NGOs	The HK Polytechnic University
22. Youth Entrepreneurship Programme Panel Member	HKU Space Alumni Council	The HK Polytechnic University
23. Honorary Treasurer	Hong Kong Design Centre	HK Social Enterprise Incubation Centre
24. Honorary Director	PMQ	HK Social Enterprise Incubation Centre
25. Honorary Director	Po Leung Kuk	HK Social Enterprise Incubation Centre
26. Honorary Advisor	Hong Kong Youth Ballet Limited	HK Social Enterprise Incubation Centre
27. Honorary Treasurer	Monte Jade Association H.K.	CUHK
28. Director / Trainer	ASEAN Economic Co-Operation Foundation	HKCT
29. Director	CUHK Social Innovation Centre	HK Baptist University
30. Director	CUHK Architecture Alumni Association	HK Baptist University
31. Task Force Member	Fullness Social Enterprises Society Ltd.	HK Baptist University
32. Task Force Member	Entrepreneurship Working Ministry Ltd.	HK Baptist University
33. Advisor	Entrepreneurship Workshop Ministry Ltd.	CUHK
34. Advisor	SIE Fund	CUHK
35. Vice-Chairman	SIE Fund	The HK Polytechnic University
36. Non-executive Director	Wofoo Social Enterprises	The HK Polytechnic University
37. Committee Member	Tungwah Group College	The HK Polytechnic University
38. Executive Committee Member	Hong Kong Housing Society	The HK Polytechnic University
	Hong Kong Cyberport Management Co. Ltd.	
	Hong Kong Council of Social Service	
	The Hub Hong Kong	

APPENDIX I – UNITS OF ANALYSIS

1. Ecosystem
2. Lack of Policy Support
3. Policy Recommendations
4. Networks
5. University Collaboration
6. HEI/Private Sector Collaboration
7. Business Support/Training
8. Cross-sector Collaboration
9. Power-distance
10. Co-creation
11. HEI/NGO Partnerships
12. International NGOS
13. Research Impact (REF)
14. Spin-outs
15. Capacity-building
16. Overcoming Replication
17. Competition
18. Generational Shift
19. Hybridity
20. Social Problems
21. Government
22. Teaching Social Innovation
23. Embedded Learning
24. Agenda Setting
25. Social Value Procurement
26. Knowledge Transfer
27. Policy Inertia
28. Higher Education Barriers
29. Community Engagement
30. Academic Entrepreneurship
31. Global Learning
32. Global Comparisons
33. Innovation Barriers
34. Applied Research
35. Social Enterprise Legal Form
36. Definition
37. Inequality
38. Awareness of Social Innovation
39. Student Activism
40. Social Impact Measurement
41. Corporate Engagement
42. Finance and Investment
43. Social Investment
44. Value Alignment
45. Social Entrepreneur Agency
46. Traditional Research Structures
47. Research Funding
48. Social Innovation Funding
49. Tenure System
50. Curriculum Rigidity
51. Strategic Direction
52. Social Impact Bonds

APPENDIX J – HEI SOCIAL INNOVATION RESEARCH CENTRES/INSTITUTES GLOBALLY

The below list outlines some of the more prominent research centres/institutes globally focused on social innovation and related topics. The list is not intended to be exhaustive and merely provides a snapshot of some of the institutions that are now actively building social innovation into their research base. Alto, P., (2012), Impact Investing: Will Hype Stall its Emergence as an Asset Class? Social Space, 40-47.

1. Jockey Club Design Institute for Social Innovation (Hong Kong PolyU) https://www.polyu.edu.hk/disi/en/
2. Skoll Centre for Social Entrepreneurship (University of Oxford, UK)
3. Centre for Social Innovation (University of Cambridge, UK) https://www.jbs.cam.ac.uk/faculty-research/centres/social-innovation/
4. Institute for Social Innovation and Impact (University of Northampton, UK) https://pure.northampton.ac.uk/en/organisations/institute-for-social-innovation-and-impact
5. Yunus Centre for Social Business and Health (Glasgow Caledonian University, UK) https://www.gcu.ac.uk/yunuscentre/
6. Centre for Evidence and Social Innovation (Queen's University Belfast, UK) https://www.qub.ac.uk/research-centres/cesi/
7. Center for Social Innovation (Stanford University, USA) https://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi
8. Sol Price Center for Social Innovation (University of Southern California, USA) https://socialinnovation.usc.edu/
9. Social Innovation and Entrepreneurship Faculty Learning Institute (Duke University, USA) https://entrepreneurship.duke.edu/news-item/duke-social-innovation-entrepreneurship-faculty-learning-institute/
10. Institute for Social Innovation (Carnegie Mellon University, USA) https://community-wealth.org/content/institute-social-innovation-carnegie-mellon-university
11. Institute for Corporate Social Innovation (Rutgers Business School, USA) https://www.business.rutgers.edu/ricsi
12. Institute for Social Innovation (Fielding Graduate University, USA) https://www.fielding.edu/our-programs/institute-for-social-innovation/
13. Social Enterprise Institute (Northeastern University, USA) https://www.northeastern.edu/sei/
14. Social Innovation Institute (University of California Riverside, USA) https://socialinnovation.ucr.edu/social-innovation-institute
15. Social Innovation Institute (MacEwan University, Canada) https://www.macewan.ca/wcm/SocialInnovationInstitute/
16. Institute for Social Innovation and Resilience (University of Waterloo, Canada) https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/about
17. Centre for Social Impact (University of New South Wales, Australia) https://www.csi.edu.au/
18. Social Innovation Research Institute (Swinburne University, Australia)
19. Institute for Social Innovation (ESADE Ramon Llull University, Spain) https://www.esade.edu/en/faculty-and-research/research/knowledge-units/institute-social-innovation
20. Social Innovation Institute (Consortium of Academics, Lithuania) http://www.sii.lt/ekspertai.htm

[1] 46 of the 52 responses were gathered before 31 January 2019; however, the survey duration was extended until 31 May 2019 to ensure that further relevant stakeholders could be engaged

[2] 39 projects were disclosed in the survey, but two of these were duplicates, resulting in 37 projects overall.

[3] The modules were identified through the survey data, online materials available publicly through the university websites, and based upon additional feedback provided by academics in Hong Kong. Where modules were not seen to be explicitly focused on an area/element of social innovation (even if some of the module's focus may have touched upon this), they were excluded from the list.

The British Council is the UK's international organisation for cultural relations and educational opportunities.

www.britishcouncil.hk/en